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ABSTRACT

This document contains a description of the Georgia High School Graduation Test in Science. The test item specifications, reflecting the Georgia State Quality Core Curriculum, are used by writers and reviewers who are responsible for the development of test items. Much of the content in the description is based on earlier test versions developed between 1994 and 1996. In its present form, the description includes the test content and the types of questions students will be expected to answer. Practical advice for test taking is also included. The test content description includes information for these areas: (1) World Studies (18% to 20% of the test); (2) United States History since 1865 (18% to 20% of the test); (3) Civics/Citizenship (12% to 14% of the test); (4) Map and Globe Skills (15% of the test); and (5) Information Process Skills (15% of the test). (SLD)

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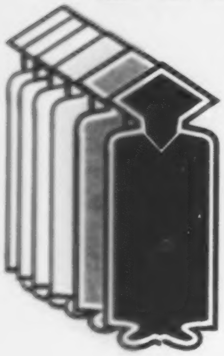
Georgia High School Graduation Tests



Test Content Description *for*

Social Studies

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OVERVIEW

SELECTION OF CONTENT FOR GEORGIA HIGH SCHOOL GRADUATION TESTS

In November 1997, the State Board of Education approved the revised Quality Core Curriculum (QCC) for use in public schools throughout Georgia. This QCC serves not only as the basis for instruction in Georgia schools, but for development of the Georgia High School Graduation Tests as well.

Much of the content of these *Test Content Descriptions* is based on earlier versions developed between 1994 and 1996. Those earlier versions were based on statewide surveys of Georgia high schools and numerous meetings with Georgia educators to determine which content could defensibly be included in the Georgia High School Graduation Tests. Since the publication of the earlier version of the QCC, test developers have analyzed the changes made to the original QCC document, met again with groups of Georgia teachers, and prepared the lists of QCC standards found in these *Test Content Descriptions*.

In its present form, these *Test Content Descriptions* describe not only the content that is assessed in the graduation tests, but the types of questions students will be expected to answer as well. Some of the item types may be unfamiliar to students who lack experience with questions that require them to apply what they have learned to new situations or to solve complex problems involving simple concepts. By publishing these *Test Content Descriptions*, it is the sincere desire of the Georgia Department of Education to offer encouragement to those who are preparing our students to be thinkers and problem solvers in all they do.

These *Test Content Descriptions* contain many sample test items and descriptions of how the items are developed. A careful study of these descriptions can be very helpful in preparing students for the tests. Teachers are encouraged to use these test items, or others which they prepare themselves to match these descriptions, to give students practice in responding to the types of items they are likely to encounter on the Georgia High School Graduation Tests. Furthermore, teachers are encouraged to use the new accompanying student guide for preparing for tests.

In preparing students to take the Georgia High School Graduation Tests, it would also be helpful to consider the practical advice concerning test taking that appears on the following page. We have offered this material before, but it bears repeating.

Instructions on Preparing for Tests

1. **Read everything carefully**. Many of the social studies items involve short articles, tables, charts, graphs, portions of historical documents, and other stimulus materials. All items require careful reading of the questions and have four answer choices. Stimulus materials will always include directions that tell students which items are based on them. Prior to reading the article or other stimulus material, students may find it helpful to skim the questions following it to get a better idea of the purpose of their reading.

2. **Remember that there are no trick questions**. While it is important to read each item carefully, no trick questions are included on the test. Students should not spend too much time trying to figure out what the question is actually asking. If the student has read the entire question (including all accompanying stimulus material), the real meaning and the apparent meaning should be the same. Negatively worded questions and convoluted combinations of answers (e.g., II and III only, A and B, A but not B, etc.) have not been included on the test unless absolutely necessary for clarification. Some questions require a complete reading of the entire text in order to get the correct answer.

3. **Consider every answer choice**. Students must sometimes go beyond what is stated and draw valid inferences. They must then choose from four alternatives the answer that best addresses the question. Some of the alternatives (distractors) will be attractive because they include an irrelevant detail, reveal common misconceptions, or apply the right information in the wrong way. Such distractors are included precisely to distinguish between students who can recognize and apply the facts and those who cannot.

4. **Guess intelligently.** Students are not penalized for guessing on this test. A student's final score is based on the number of correct responses chosen. Thus, students who cannot deduce the correct answer are encouraged to guess. Guessing is made easier if the student can eliminate one or more distractors as clearly incorrect. Be warned, however, that many of the distractors are made very attractive because they are based on common mistakes students make.

5. **Spend test time wisely**. Many tests are arranged so that the easiest items are first and the hardest are last. The Georgia High School Graduation Tests are **not** usually arranged that way. Instead, they are arranged as nearly as possible by strand and standard. Therefore, it is possible to run into several difficult items in a row, only to find much easier items later. If a portion of the test appears to be quite difficult, the student should not despair and assume that the rest of the test gets more difficult. It would be better to move on, answer as many questions as possible, and then come back to the more difficult ones.

6. **Check your work**. There are several opportunities for careless errors to enter into a student's response. The first is in the initial reading of the question (See #1 above). The second is in the selection of a response. Students should evaluate each alternative critically to make sure it actually addresses the question (See #3 above). The third opportunity is in the transfer of the correct answer to the answer document. Students should ask themselves two questions: "Am I on the right item number in the right section of the test?" and "Is this the answer that I mean to mark?"

SOCIAL STUDIES

INTRODUCTION

This document has been designed to acquaint Georgia teachers, curriculum directors, and other educators with the content of the Georgia High School Graduation Test in Social Studies. It presents test item specifications based on the Quality Core Curriculum (QCC) approved by the State Board of Education in November 1997.

This document is a collection of test content descriptions for the social studies component of the Georgia High School Graduation Tests. The test item specifications in this document are used by writers and reviewers who are responsible for the development of test items. Georgia teachers and educators may also find this document useful in preparing their own in-class tests.

Content Standards and Skills

Content Standards selected for assessment are presented exactly as they appear in the November 1997 QCC. In some instances, two or more standards will appear together. This pairing occurs when the standards are very similar and a single test content description has been developed to assess the cluster of standards, rather than each individual standard in that cluster. For convenience and quick reference, an abbreviated version of the QCC standard has been used. Standards are grouped as follows:

Content Standards
- World Studies
  - World History (WH)
  - World Geography (WG)
- U.S. History to 1865 (US)
- U.S. History since 1865 (US)
- Civics/Citizenship (CC)

A number of Economics standards (E) are also incorporated into the Content Standards listed above.

Skills
- Map and Globe Skills (MG)
- Information Processing Skills (IP)

The November 1997 QCC includes a number of standards that cover social studies skills rather than content knowledge. In keeping with the system set up in 1995, these standards have been organized into the two categories listed as skills above. Although skills items are assessed in much the same way as content standards, skills items are always presented with a prompt or stimulus that provides information. ***Skill assessment is designed to be independent of content knowledge.*** When test items are linked to the skills stimulus or prompt but require content knowledge, they are assessed as content items under the appropriate Content Standard.

Item Types

All Content Items will fall into one of seven stimulus and response categories presented in the chart below. Skill items belong to Type 7 only.

ITEM TYPES
World History, World Geography, U.S. History, Civics/Citizenship

Item Type	Stimulus Characteristics	Cognitive Level	Correct Response Characteristics
1	Direct question (a) information	low	Demonstrates knowledge of facts, ideas, events, issues, chronology
2	Direct question (b) interpretation	medium, high	Draws conclusions or determines the validity of conclusions
3	Direct question (c) cause and effect	medium, high	Demonstrates understanding of relationships between events, ideas, trends, issues
4	Direct question (d) comparison/ contrast	medium, high	Determines how events, ideas, trends, issues are alike or different
5	Direct question (e) application	medium, high	Makes logical generalizations using facts, issues, ideas, trends; predicts consequences
6	Information statement and question (a), (b), (c), (d), (e)	low, medium, high	Understands the relevance of information provided to question asked
7	Passage or graphic and question (a), (b), (c), (d), (e)	medium, high	Understands the relevance of information provided to question asked

Cognitive Levels

Cognitive levels are based on learning expectations, not item difficulty. Items may be written at the following levels:

***Low*:**	requires mastery at the literal or recognition level; typically, these items call for knowledge of information that may be considered important or significant
***Medium*:**	requires some degree of interpretation beyond recall of information
***High*:**	requires a significant degree of interpretation, analysis, or application

Sample Items With Explanations

Following are sample items representing each of the seven Item Types. These items also vary in their cognitive levels.

Type 1. The period of intellectual revival beginning in the 1300s that profoundly changed attitudes toward life, learning, and religion was know as the

A. Dark Ages.
B. Renaissance.
C. Enlightenment.
D. Spanish Inquisition.

Explanation:
This item asks the student to apply the appropriate name to one historical period from the available choices. Option B correctly responds to the stem, though all four options require general knowledge of major historical periods. This item has a **low** cognition level because it requires simple recall of information. The question falls under the strand **World Studies**.

Type 2. In what way did Renaissance thought contribute to the Age of Exploration?

A. by creating a resurgence in feudalism
B. by fostering curiosity about the physical world
C. by emphasizing the supernatural rather than the natural
D. by linking earthly exploration to a happy afterlife

Explanation:
Although basically a recall question, there are three steps to the process of determining the correct answer. First, the student must recall the fundamental characteristics of two major historical periods (the Renaissance and the Age of Exploration). Next, the student must consider the links between these periods. Third, the student must consider the effect of one upon the other. Only option B correctly identifies how Renaissance thought contributed to the Age of Exploration. This item has a **medium** cognitive level and falls under the strand **World Studies**.

Type 3. What effect did the Emancipation Proclamation have on the course of the Civil War?

A. It helped end the war within a year.
B. It convinced the border states to join the Confederacy.
C. It turned the war into a fight for freedom as well as for unity.
D. It relieved both the Union and the Confederacy of the need for a draft.

Explanation:
To answer this question correctly, students must know what the Emancipation Proclamation is, the date it was declared, and the time frame and events of the Civil War. The correct answer (C) reveals that the Emancipation Proclamation gave freedom to the slaves (which was opposed by the Confederacy) while the purpose of the war was to preserve the Union. Option A is incorrect because the war lasted more than one year after the Emancipation Proclamation was declared. Option B is incorrect because the border states maintained their support of the Union. Option D is incorrect because both the Union and the Confederacy needed more soldiers after the

Emancipation Proclamation. This question has a **high** cognitive level and falls under the strand **U.S. History to 1865**.

Type 4. Which **best** describes how the Native Americans of the Plains and the Native Americans of the Southeast obtained their food?

A. The Plains tribes were hunters and farmers, while Southeast tribes depended almost entirely on agriculture.
B. Both cultures subsisted on their farm crops.
C. Both cultures were primarily hunters and did very little farming.
D. The Southeast tribes depended on the buffalo as a source of food more than the Plains tribes did.

Explanation:
This item calls for knowledge of two major Native American cultures in order to make the correct contrast. The knowledgeable student would know that the Plains tribes depended on hunting and farming while the Southeast tribes depended almost solely on agriculture. Thus, option A is the correct answer, while the other three options list erroneous information. This item has a **medium** cognitive level because the student must know the subsistence mechanisms of both groups. The item falls under the strand **U.S. History to 1865**.

Type 5. Which situation below is the **best** example of an implied power?

A. Social Security taxes are raised.
B. Funds are appropriated for flood relief.
C. The President pardons a convicted felon.
D. A patent is granted for a new computer chip.

Explanation:
In this item, students must demonstrate knowledge of the concept of implied vs. constitutionally expressed powers and be able to choose a situation that applies that knowledge. They must understand that the power to tax, to grant pardons, and to grant patents (options A, C, and D) are specifically delegated to the federal government by the Constitution, whereas disaster relief would be "implied" under the "necessary and proper" provisions of Article I, Section 8, Clause 18. Thus, option B is the correct answer. This question has a **high** cognitive level as it requires a significant degree of interpretation and analysis. The item falls under the strand **Civics/ Citizenship**.

Type 6 (e).

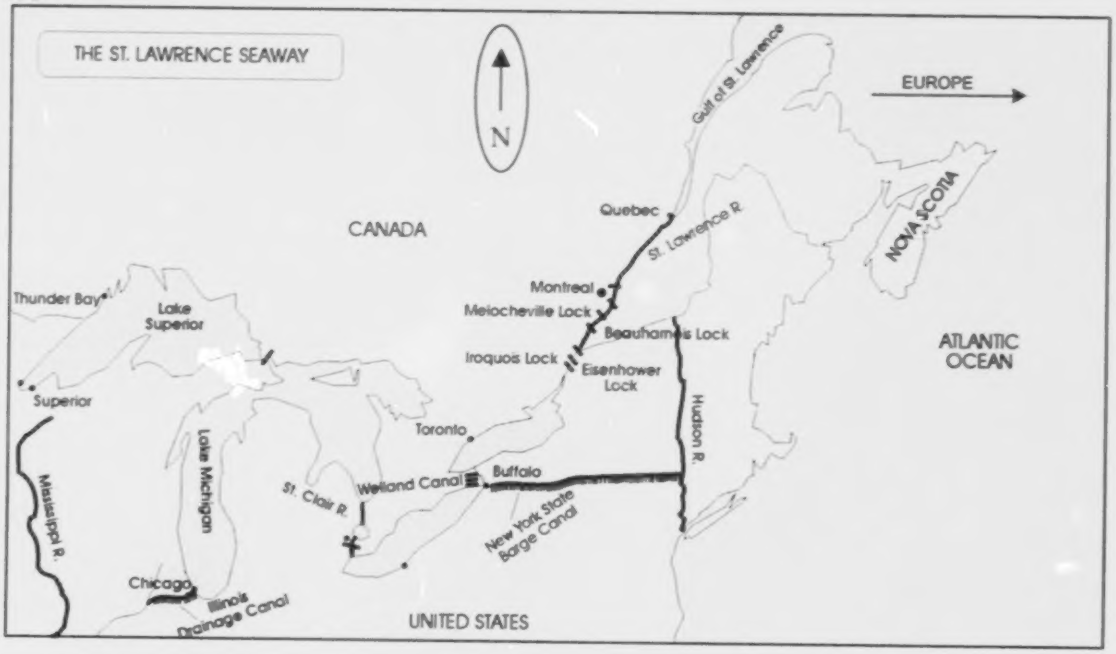
6. Woodrow Wilson said, "Our whole duty for the present, at any rate, is summed up in this motto: 'America First: Let us think of America before we think of Europe.'"

Which role for the United States did he favor in relation to war in Europe?

A. activism
B. internationalism
C. neutrality
D. protectivism

Explanation:
This item requires the student to know the context in which the quoted statement was made (the debate over whether or not to assist the British in the war against Germany). The date and the reference to Woodrow Wilson as president should prompt the student to recall the foreign policy issue of intervention vs. neutrality. The knowledgeable student will know that this quote deals with Wilson's position that the U.S. should maintain neutrality (C). The distractors are simply terms that may sound plausible to the unknowledgeable student. This question has a **high** cognitive level and falls under the strand **U.S. History Since 1865**.

Type 7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EUROPE
Gulf of St. Lawrence
CANADA
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Melocheville Lock
Beauharnois Lock
Iroquois Lock
Eisenhower Lock
ATLANTIC OCEAN
Thunder Bay
Lake Superior
Superior
Lake Michigan
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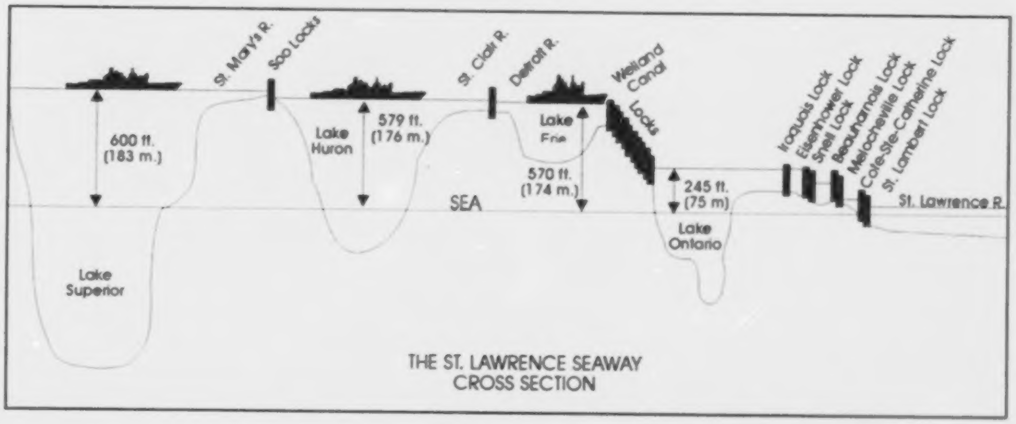
Toronto
Hudson R.
Welland Canal
Buffalo
St. Clair R.
New York State Barge Canal
Chicago
Illinois Drainage Canal
UNITED STATES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Soo Locks
St. Clair R.
Detroit R.
Welland Canal
Locks
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Lake Huron
579 ft. (176 m.)
Lake Erie
570 ft. (174 m.)
245 ft. (75 m)
SEA
Lake Ontario
Iroquois Lock
Eisenhower Lock
Snell Lock
Beauharnois Lock
Melocheville Lock
Cote-Ste-Catherine Lock
St. Lambert Lock
St. Lawrence R.
Lake Superior
THE ST. LAWRENCE SEAWAY CROSS SECTION

A ship enters the Gulf of St. Lawrence and sails southwest. Which city would it pass first?

A. Buffalo
B. Montreal
C. Quebec
D. Toronto

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Explanation:

Many items, such as this one which assesses map and globe skills, require students to use graphics in order to select relevant information. This item uses two graphics—a map and a cross section of the St. Lawrence Seaway. Often, a graphic or pair of graphics will have more than one item related to it. This item calls for pinpointing a specific location. The student must choose the map and see that Quebec (C) is the first city passed going southwest. The other options are other cities along the Seaway. This item has a **medium** cognitive level and falls under the strand **Map and Globe Skills**.

SUMMARY OF SOCIAL STUDIES TEST CONTENT

The following are standards from the Quality Core Curriculum in social studies.

Strand 1: World Studies (18-20% of the test)

World History

Standards

WH.10 Traces and examines economic, political, cultural, religious, and historical changes and discoveries of Renaissance and Reformation Europe.

WH.11 Explains the causes and effects of European exploration and colonization patterns in the New World.

WH.12 Identifies changes resulting from the scientific and commercial revolutions.

WH.13 Identifies and examines the major causes and events that led to the western democratic revolutions.

- English Civil War and Glorious Revolution
- Age of Reason/Enlightenment
- American Revolution, and
- French Revolution

WH.14 Traces the development and decline of the European colonial empires in the Americas.

WH.15 Traces and examines the technological and industrial revolutions.

WH.19 Traces and analyzes the causes and effects of World War I and identifies the major events.

WH.21 Discusses the totalitarian regimes by comparing and contrasting fascism and communism.

WH.22 Traces and analyzes the causes and effects of World War II.

WH.25 Identifies and discusses the causes of the Cold War and the major conflicts resulting from the rivalry between East and West.

WH.26 Identifies and analyzes the problems of the interdependent World (1945 to present, e.g., population, food supply, nuclear weapons, terrorism).

E.30 Explains why countries trade and how economic specialization promotes interdependence among nations.

WH.27 Identifies the major revolutions of the 20th century: agricultural, technological, medical, social, and cultural.

World Geography

WG.2 Explains why regions are basic units of geographic study (e.g., North America; Central and South America; Europe; Central Eurasia).

WG.3 Explains why regions are basic units of geographic study (e.g., Middle East and North Africa; Africa South of the Sahara; South Asia and East Asia).

WG.4 Explains how regions may be defined by cultural or physical features, or by combinations of both.

WG.12 Explains how location influences activities and processes that occur in different places.

WG.13 Explains how knowledge of locations and their characteristics is a key factor in understanding human interdependence.

WG.14 Describes several ways in which people inhabit, modify, and adapt culturally to different physical environments.

WG.17 Identifies the physical characteristics of a place.
- Land forms
- Climates, and
- Vegetation

WG.37 Explains why there are few places that are self-sufficient, and that networks of transportation and communication are needed.

Strand 2: U.S. History to 1865 (18-20% of the test)

Colonial America

US.1 Identifies and describes the native inhabitants the Europeans found in the New World.

US.2 Identifies the factors that led to the colonization of the continent of North America.
- National rivalry
- Religious persecution
- Economic opportunity, and
- Political unrest

US.3 Identifies and analyzes the social, political, religious, and economic patterns that developed in the American colonies.

Revolutionary Era

US.5 Explains the causes of the American Revolution (1763-1775).

US.6 Identifies and analyzes the Declaration of Independence
- Basis for self-evident truths and unalienable rights
- Obtain support of the uncommitted Americans, and
- Gain foreign support

US.7 Describes the major events, military campaigns, and influential persons of the American Revolution. Develops a beliefs and values profile, including George Washington and Benjamin Franklin.

Constitutional Era

US.8 Discusses the limitations of the Articles of Confederation and the reasons for the calling of the Constitutional Convention.

US.9 Summarizes the debates and resulting compromises of the Constitutional Convention.
- Large vs. small states
- Hamilton and Madison, and
- North-South division

US.11 Identifies the Bill of Rights as the first 10 amendments to the Constitution and states their importance.

A Young Growing Nation

US.12 Explains the importance of Washington's and John Adams' administrations.
- Cabinet appointments
- Federal judiciary completed/judicial review—Hamilton's financial system
- First American party system
- Whiskey Rebellion
- Neutrality Proclamation
- "Farewell Address"
- "XYZ" Affair, and
- Virginia and Kentucky Resolutions

US.13 Traces and describes the growth of a nation.
- Louisiana Purchase
- War of 1812
- Convention of 1818
- Florida acquired (Adams Onis Treaty)
- The Monroe Doctrine, and
- The Trail of Tears

US.14 Traces the development of political parties in the United States.
- The Era of Good Feeling/ Nationalism
- Election of 1824
- Formation of the modern-day Democratic party and the Whig party
- Clay's American System, and
- Jacksonian democracy

US.15 Examines the concept "Manifest Destiny" as it applies to US history between 1830-1860.
- Texas and Oregon
- Election of 1844
- Mexican War
- California gold rush of 1849, and
- Gadsden Purchase

US.16 Identifies the intellectual, cultural, and social movements between 1830-1860.
- Transcendentalism
- Second Great Awakening
- Abolitionist Movement
- Women's Movement, and
- Nativist Movement

The Nation Divided

US.18 Identifies and analyzes the causes and events leading to the Civil War.
- Compromise of 1820, 1833, 1850
- Kansas-Nebraska Act

- Formation of the present-day Republican party
- Dred Scott Decision
- Lincoln-Douglas Debate
- John Brown's Raid
- Lincoln's election, and
- Secession of South Carolina

US.20 Discusses and analyzes reasons for the military defeat of the Confederacy.

- Southern advantages and disadvantages
- Southern victories from Bull Run to Chancellorsville
- Emancipation Proclamation
- Union victories at Gettysburg and Vicksburg
- Sherman's capture of Atlanta and "March to the Sea," and
- Lee's surrender at Appomattox

US.21 Analyzes the social, political, and economic results of [the Civil War and] Reconstruction.

Strand 3: United States History Since 1865 (18-20% of the test)

The Nation Expands and Develops

Standards

US.22 Traces the development of the Industrial Revolution in the United States from 1870-1900.

- Population shifts from rural to urban
- Problems of urbanization
- Rise of monopolies, and
- Rise of labor unions

US.23 Traces the Westward Expansion from 1865-1900.

- Transcontinental railroads
- Defeat of the Plains Indians, and
- Homesteading of the Plains

US.24 Describes and analyzes the social changes in the United States from 1870-1910.

- "Jim Crow" laws in the South
- The New Immigration
- Plessy vs. Ferguson (1896)
- W.E.B. Du Bois opposes view of Booker T. Washington

US.25 Describes and analyzes the political reforms in the United States from 1870-1910.

- Greenback Party (silver issue)
- Populist Movement

The United States Becomes a World Power

US.26 Traces and analyzes the developments that led to the United States emerging as a world power:

- Need for foreign markets
- Rise of world imperialism
- U.S. expansionist sentiments, and

- Spanish-American War and resulting territorial acquisitions

US.28 Evaluates the foreign polices of Teddy Roosevelt, Taft, and Wilson.

- Panama Canal
- Big Stick diplomacy in Latin America
- "Dollar diplomacy" (Taft), and
- Wilson's "Missionary Diplomacy" in Haiti and Mexico

US.27 Identifies and states the significance of the national reforms of Teddy Roosevelt and Woodrow Wilson during the Progressive Era.

- Antitrust legislation
- "Square Deal"
- conservation movement, and
- the New Freedom

US.29 Explains American entry into World War I and describes the impact of the war on life in the United States:

- sinking of the Lusitania
- U-Boat/Zimmerman note
- Women and blacks enter the arms industries
- Suppression of pacifists and dissenters
- 18th (Prohibition) and 19th (women's suffrage) amendments ratified
- Rejection of Wilson's League of Nations, and
- Isolationism vs. interventionism.

A Modern Nation

US.30 Analyzes social upheavals in the United States in the 1920s and 1930s.

- Scopes Trial
- Rise of KKK
- Anti-foreign sentiment
- Women's suffrage
- Prohibition and gangsterism, and
- Changes in lifestyles

E.28 Describes and explains the organization of the Federal Reserve System and how it regulates money supply.

- Reserve requirement
- Discount rate, and
- Open-market operations

E.29 Explains how the federal government's taxing, spending, and borrowing policies affect the consumer, producer, and overall economy.

- Productivity
- Inflation/recession
- National debt, and
- Excise tax vs. income tax

US.31 Analyzes the causes and effects of the Great Depression.

US.32 Analyzes the development and implementation of Franklin Delano Roosevelt's programs and relates their impact on present day social and economic policies.

US.33 Analyzes the causes and results of America's participation in World War II.

- Rise of dictatorships

- Totalitarian aggressions and extermination policies of Hitler
- Fall of France, Battle of Britain
- Pearl Harbor
- Women and minorities in the military and defense jobs
- U.S. military contributions to Allied victory
- Creation of the United Nations, and
- Nüremburg war trials

US.34 Traces the causes and effects of the Cold War period (1945-1960).

- Berlin Airlift
- NATO vs. Warsaw Pact
- Nuclear Arms Race
- Space Race
- Korean War, and
- McCarthyism

US.36 Evaluates social protest movements and the demand for reforms in the post-World War II period to the present.

- Rock and roll
- Counter cultures
- Feminist movement, and
- Environmentalism

US.37 Traces the events and identifies the influential personalities of the Civil Rights Era from 1947 to the present.

- Integration of military
- Brown vs. Board of Education 1954 (Plessy vs. Ferguson)
- Montgomery bus boycott
- Central High, Little Rock
- Freedom Rides and sit-ins
- Selma
- Washington March, "I Have a Dream" Speech
- Rosa Parks
- Malcolm X
- Dr. Martin Luther King, Jr.
- Jesse Jackson, and
- Louis Farrakhan

Strand 4: Civics/Citizenship (12-14% of the test)

Standards

CC.3 Defines and analyzes the foundational concepts upon which our constitutional government is based.
- Republican form of government
- Federalism
- Popular sovereignty
- Separation of powers (checks and balances)
- Judicial review
- Civilian control of the military
- Limited government
- Majority rule with respect for minority rights
- Equality before the law, and
- Equality of opportunity vs. equality of wealth

CC.4 Identifies and describes the powers, roles, and responsibilities of the legislative branch of the federal government.
- Law-making powers of Congress (Senate and House of Representatives)
- Law-making process (how a bill becomes a law), and
- Other responsibilities of government: budget, federal appointments, etc.

CC.8 Describes the system of checks and balances by citing the checks and balances involved in the passing of a bill (e.g., presidential review and judicial review).

CC.6 Identifies and describes the powers, roles, and responsibilities of the executive branch of the federal government.
- Enforcement of federal law
- Military powers
- Diplomatic powers, and
- Other responsibilities (e.g., veto power, federal appointments)

CC.7 Identifies and describes the powers, roles, and responsibilities of the judicial branch of the federal government.
- Judicial review
- Interpretations of the law, and
- Federal court system (three levels)

CC.13 Describes the ways of acquiring U.S. citizenship (by birth and the immigration/naturalization process).

CC. 14 Explains the basic rights guaranteed to a citizen under the Bill of Rights and the responsibilities that come with them: obeying the law, paying taxes, respect for the property and views of others, voting, and participation.

CC. 15 Describes the purpose and development of political parties in the United States.

Strand 5: Map & Globe Skills (15% of the test)

Standards

WG.5 Defines absolute and relative location and differentiates between them.

WG.6 Uses a grid system to locate specific places on local, state, national, and world maps and globes.

WG.42 Uses map grids to plot locations.

WG.40 Uses the basic elements of maps and globes to obtain information.
  - Title, legend
  - Scale, grid, parallels, and meridians, and
  - Projection

WG.7 Uses map keys and legends to correctly interpret resource, product, historical, physical, political, and economic maps.

WG.9 Draws conclusions based on multiple pieces of information included on a map.

WG.10 Uses maps and globes to explain geographical settings of historic and current events.

WG.11 Makes generalizations about human activities in a geographic region using map information.

WG.43 Uses special purpose (thematic) maps.

WH.33 Applies geography to interpret the past by using a variety of maps, charts, and documents to explain the historical migrations of people; the expansion and disintegration of empires; and the growth of economic systems.

WH.34 Identifies trends in global population distribution.

WH.35 Identifies and compares contemporary national political boundaries with the locations of civilizations, empires, and kingdoms of the past. Identifies and analyzes shifts in national political boundaries.
  - 19th Century
  - 20th Century

WH.36 Identifies the distribution of the major religions in the contemporary world.

WH.37 Maps the spread of technological innovations.

Strand 6: Information Processing Skills (15% of the test)

Standards

US.44 Formulates historical questions and defends findings based on inquiry and interpretation. Analyzes documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts).

US. 43 Interprets the significance of excerpts from famous speeches and documents in U.S. history, including "The Letter from Birmingham Jail," "Speak softly and carry a big stick. . . .," "The Gettysburg Address," and the "Virginia Statute of Religious Freedom."

WH.29 Distinguishes between primary and secondary sources. Validates sources' authenticity, authority, credibility, and possible bias.

WH.41 (US.48) Makes timelines sequencing a series of events.

WH.42 (US.49) Uses annotated timelines to relate people and events.

WH.43 Uses parallel timelines to compare developments in different areas in the same time frame.

US.50 Uses flow chart.
  - To show cause and effect
  - To show origin and completion of a cycle, and
  - To show change over time

Test Content Descriptions

WH. 10 **Traces and examines economic, political, cultural, religious, and historical changes and discoveries of Renaissance and Reformation Europe.**

TEST CONTENT DESCRIPTION

Summary

The Renaissance was the philosophical and artistic movement that began in Italy in the fourteenth century and was characterized by a revival of interest in the classical learning of Greece and Rome. The Reformation was a religious movement in sixteenth century Europe aimed at reforming the Roman Catholic Church. The Reformation ultimately fueled rebellion against the Roman Catholic Church, the establishment of Protestantism, and the growth of Protestant churches which operated free of Papal authority. It paved the way for the development of the modern nations of Europe, led by national monarchs.

Assessment of this standard will focus on the following:

- **Cultural Development**: recognizing major developments in art, music, literature
- **Continuity and Change**: evaluating the significance of economic and political changes in Europe
- **Social Institutions**: **Religion**: demonstrating knowledge of issues related to the history of the Protestant and Catholic Reformations
- **Individuals and History**: identifying selected individuals from the Renaissance and Reformation (artists, composers, religious leaders, monarchs) and analyzing their impact on history.

Topics may include, but are not limited to, the following:

=> Renaissance
=> Reformation
=> Romance languages and the vernacular
=> Leonardo da Vinci, Raphael
=> Gutenberg
=> Copernicus
=> Martin Luther, John Calvin
=> Tudor monarchs.

WH. 11 **Explains the causes and effects of European exploration and colonization patterns in the New World.**

TEST CONTENT DESCRIPTION

Summary

Seeking new trade routes, which led to profit, glory, and expansion of national power, Europeans from many nations embarked on voyages of exploration and discovery from 1450 to about 1650, the Age of Exploration. These voyages had an enormous impact on North and South America and Europe.

Assessment of this standard will focus on the following:

- **Movement and Change**: interpreting the significance of the Columbian Exchange
- **Conflict**: interpreting the significance of Imperial rivalries
- **Cultural Diffusion**: applying the concept of cultural diffusion across time periods
- **Individuals and History**: recognizing the achievements of individuals such as Columbus, Amerigo Vespucci, Magellan, Pizarro, Cortez, Cabot, Champlain
- **Social Institutions**: demonstrating knowledge of evolving social institutions and causes and effects, e.g., the impact of colonies on political systems; the impact of mercantilism on economic systems.

Note: Assessment of this standard may include using timelines and maps. (See Map and Globe Skills and Information Processing.)

Topics may include, but are not limited to, the following:

=> travels of Marco Polo
=> advances in technology
=> discovery of new ocean routes and new lands
=> areas of the world claimed by Portugal, Spain, France, England, the Netherlands
=> increased trade rivalry
=> products exchanged by Europe and the colonies
=> impact of colonial empires on the countries of Europe.

WH. 12 Identifies changes resulting from the scientific and commercial revolutions.

TEST CONTENT DESCRIPTION

Summary

In the sixteenth and seventeenth centuries, a scientific revolution in Europe brought about a new way of thinking based on questioning, experimentation, and reasoning. At the same time, a commercial revolution brought about new ways of doing business.

Assessment of this standard will focus on the following:

- **Economics and History**: demonstrating knowledge of the changes in economic relationships and why they constituted a "commercial revolution."
- demonstrating knowledge of the new theories about the universe and why they were a "scientific revolution."

Topics may include, but are not limited to, the following:

=> mercantilism
=> increased trade
=> changes in money supply
=> new theories about the universe
=> advances in the fields of mathematics, chemistry, physics, medicine.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 1 **Low**

1. The period of intellectual revival beginning in the 1300s that profoundly changed attitudes toward life, learning, and religion was known as the

A. Dark Ages.
★ B. Renaissance.
C. Enlightenment.
D. Spanish Inquisition.

Type 2 **Medium**

2. In what way did Renaissance thought contribute to the age of exploration?

A. It created a resurgence in feudalism.
★ B. It fostered curiosity about the physical world.
C. It emphasized the supernatural rather than the natural.
D. It linked earthly exploration to a happy afterlife.

Type 6 (c) **Medium**

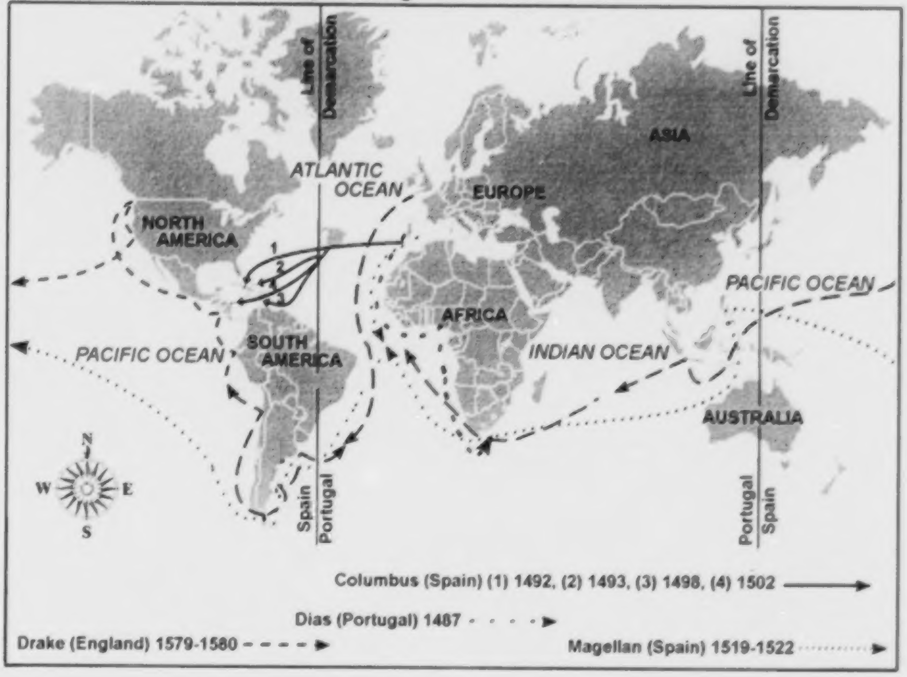
3. The defeat of the Spanish Armada by England in 1588 severely weakened Spain's naval power. How did this event enable other European nations to build their own empires in the New World?

★ A. The Spanish navy could no longer control the seas.
B. The Spanish abandoned further attempts to explore and colonize the New World.
C. Spain and England agreed to allow other nations to build empires in the New World.
D. Spain and Portugal agreed to share land in the New World.

Sample Items **Item Type**	**★ Key**	**Cognitive Level**
Type 7 (e)		**High**

Use the map below to answer the following question.

Exploring the New World


Line of Demarcation
ATLANTIC OCEAN
NORTH AMERICA
EUROPE
ASIA
Line of Demarcation
PACIFIC OCEAN
AFRICA
SOUTH AMERICA
PACIFIC OCEAN
INDIAN OCEAN
AUSTRALIA
N
W
E
S
Spain
Portugal
Portugal
Spain
1
2
3
4
Columbus (Spain) (1) 1492, (2) 1493, (3) 1498, (4) 1502
Dias (Portugal) 1487
Drake (England) 1579-1580
Magellan (Spain) 1519-1522

4. What fact can we infer from the map?

   A. Magellan claimed South America for Spain.
   B. Columbus claimed North America for Spain.
   C. Sir Francis Drake was the first explorer to circumnavigate the world.
   ★ D. Spain and Portugal settled their rivalry by dividing the lands of the New World between them.

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Sample Items **★ Key** **Cognitive Level**
Item Type

Type 3

Medium

5. Which factor contributed **most** to the start of Europe's Commercial Revolution?

★ A. the increase in trade resulting from the discovery and exploration of new lands
B. the division of newly discovered lands between Spain and Portugal
C. the British defeat of the Spanish Armada in 1588
D. the search for the Northwest Passage to Asia

Type 4

Medium

6. How did the scientific method differ from the way in which the ancient Greeks tried to understand nature?

A. It used logic as its main tool.
B. It relied on the teachings of the Church.
★ C. It advocated observation and experimentation.
D. It challenged the concept of natural laws.

WH.13 **Identifies and examines the major causes and events that led to the western democratic revolutions —**

- **English Civil War and Glorious Revolution**
- **Age of Reason/Enlightenment**
- **American Revolution, and**
- **French Revolution.**

TEST CONTENT DESCRIPTION

Summary

Between 1600 and 1815, there were fundamental changes in political organization in Western Europe and North America. The ideals of democracy—government vested in and exercised by the people—were expressed by the philosophers of the Enlightenment. Poverty, unequal taxation, the excesses of the nobility, and oppressive laws led to rebellions or revolutions against established powers. In the early 1800s, the rise of Napoleon resulted in the export of the ideals of the French Revolution to other parts of Europe.

Assessment of this standard will focus on the following:

- **Impact of ideas**: demonstrating an understanding of the relationship between ideas and events
- **Individuals and History**: demonstrating knowledge of important individuals and how they affected the course of history (e.g., Locke, Newton, Napoleon)
- **Growth of the Democratic Idea**: determining how the events and issues of the various Western democratic revolutions were alike or different
- **Conflict, Change**: demonstrating knowledge of the causes and events of the English, American, and French Revolutions
- **Social institutions (Political System: Absolutism vs. Limited Monarchy; Republic)**: comparing and contrasting political systems.

Topics may include, but are not limited to, the following:

- Civil War and Glorious Revolution in England
- French Revolution
- Napoleon
- John Locke
- Isaac Newton
- absolutism
- limited monarchy
- republic.

WH.14 **Traces the development and decline of the European colonial empires in the Americas.**

TEST CONTENT DESCRIPTION

Summary

In the sixteenth and seventeenth centuries, the Spanish and Portuguese established large colonial empires in South and Central America, while the Spanish, English, French, and Dutch began settlements in North America. The democratic revolutions in North America and Western Europe in the eighteenth century and the growth of nationalism in the nineteenth century led to independence movements in Latin America which resulted in the end of European colonialism in the New World.

Assessment of this standard will focus on the following:

- **Change**: demonstrating knowledge of events and chronology
- **Nationalism, Wars for Independence**: drawing conclusions about nationalism and colonialism
- **Individuals and History (Toussaint L'Ouverture, Bolivar, San Martin)**: identifying individuals who altered their nations' histories.

Note: Assessment of this standard may include using maps and timelines. (See Map and Globe Skills and Information Processing.)

Topics may include, but are not limited to, the following:

- => Spanish and Portuguese colonies in the New World
- => wars for independence in the eighteenth century: Haiti (Toussaint L'Ouverture)
- => leaders of South American independence movements: San Martin, Bolivar.

WH.15 **Traces and examines the technological and industrial revolutions.**

TEST CONTENT DESCRIPTION

Summary

The Industrial Revolution began in Great Britain in the mid-18th century. The textile industry was the first to be revolutionized through the new inventions and the introduction of machines which did the work formerly done by hand. The domestic system was replaced by the factory system, where workers and machines were brought together to produce manufactured goods. Western Europe and the United States industrialized between 1830-1914. New technologies and more efficient methods of production, such as the assembly line, were developed. The Industrial Revolution contributed to the growth of population, the development of large cities, and the restructuring of society.

Assessment of this standard will focus on the following:

- **Technology and History**: demonstrating knowledge of technological changes and their impact on history
- **Economics and History**: demonstrating knowledge of changes in agriculture, the textile industry, and transportation and communication and their impact on national and international economies.

Topics may include, but are not limited to, the following:

- textile industry
- agriculture
- transportation and communication
- factory system
- need for reforms.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 3

Medium

1. What effect did the success of the American Revolution have on France?

A. It led to the execution of the French royal family.
B. It caused the French colonies to break away from France.
C. It resulted in large-scale French immigration to the United States.
★ D. It encouraged many French people to demand changes in their own government.

Type 7 (b)

Medium

2. **Read the passage and answer the question that follows.**

In 1649, after seven years of civil war, Charles I was executed and England was declared a Republic, known as the Commonwealth. But England remained bitterly divided because various religious groups had differing views concerning the government of the country. Eventually, Parliament was dissolved, and Oliver Cromwell became Lord Protector, virtually ruling England as a dictator until his death in 1658. When Parliament reconvened in 1660, it offered the throne to the son of Charles I, who agreed to share power with Parliament. The monarchy was once again restored.

Why would historians consider this period of British history a step towards greater democracy in Britain?

A. The new king was a dictator.
B. The new king declared Britain to be a democracy.
★ C. The result was the establishment of a limited monarchy.
D. There was considerable political debate on government issues.

Type 4

Medium

3. What was the major difference between the Dutch and Spanish colonial empires?

A. The Dutch wanted to convert colonial peoples to Christianity.
B. The Spanish never developed a centralized colonial government.
C. The Spanish used their colonial riches to develop industry.
★ D. The Dutch were fundamentally traders.

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Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6 (b)

4. Consider the following conclusion: **High**

Independence movements in Latin America in the first half of the 19th century demonstrated the effect of both the American and French Revolutions.

Which of the following events is supporting evidence for this point of view?

★ A. In Haiti, free mulattos demanded the same rights as French settlers.
B. San Martin overcame Spanish resistance in Chile and assisted in liberating Peru as well.
C. In 1823, leaders of Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica joined together to form the United Provinces of Central America.
D. Uruguay was formed from a land dispute between Brazil and Argentina.

Type 1

Low

5. Which developments preceded and made possible the start of the Industrial Revolution in Britain in the 17th century?

A. new inventions in the textile industry
★ B. new techniques in agriculture
C. the replacement of water power with the steam engine
D. the invention of the railroad

Type 6 (c)

Medium

6. Improvements in textile production in Britain at the end of the 17th century made cotton cloth cheaper to produce, and demand for cotton grew. Which of the following was an effect of this development?

A. The British enclosed pasture lands in order to increase their cotton crop.
B. The British increased their efforts to find new sources of cotton in Asia and Africa.
★ C. The American South developed the technology which made it the cotton-producing center of the world.
D. Immigration to the American colonies declined.

WH.19 **Traces and analyzes the causes and effects of World War I and identifies the major events.**

TEST CONTENT DESCRIPTION

Summary

After 1900, national rivalries and colonial interests caused tensions which produced a general mood for war. Nations tried to find security in various alliances, which resulted in the creation of two armed camps, the Triple Alliance and the Triple Entente. The existence of these alliances meant that a local crisis could blow up into a general war. The technology of war became modernized and led to massive loss of life, both military and civilian. War weariness led to a general desire to ensure that when peace was achieved, it would be a lasting peace.

Assessment of this standard will focus on the following:

- **Conflict**:
  - demonstrating knowledge of imperialist rivalries in the late nineteenth and early twentieth centuries
  - understanding the relationships between events and outcomes, e.g., defensive alliances, diplomatic crises, military build-up, war.

- **Technology**:
  - recognizing the technological changes that affected the conduct of the war
  - drawing conclusions between technology and the effect of the war on the social order
  - determining factors related to World War I that altered the course of world history.

Note: Assessment of this standard may include using maps and timelines. (See Map and Globe Skills and Information Processing.)

Topics may include, but are not limited to, the following:

⇨ imperialist rivalries
⇨ Triple Alliance and Triple Entente
⇨ assassination of Archduke Franz Ferdinand
⇨ trench warfare
⇨ war technology (battleships, submarines, airplanes, tanks, mines, etc.)
⇨ effect on civilian life
⇨ Paris Peace Conference and Treaty of Versailles
⇨ League of Nations.

WH.21 **Discusses the totalitarian regimes by comparing and contrasting fascism and communism.**

Related Standard:

E.9 **Differentiates among traditional, command, market and mixed economic systems with regard to ownership of property, distribution of income, and role of government and economic incentives.**

TEST CONTENT DESCRIPTION

Summary

The fall of the Russian monarchy and the successful Bolshevik Revolution led to a radical reordering of society in the new Soviet Union. Lenin, and later Stalin, attempted to apply Marxist economic principles to Russian society. The result was a monolithic state with a state-controlled economy, a suppression of civil liberty and the extermination of certain groups in the Soviet society. Since communist ideology envisioned a world communist revolution, most Western democracies considered the new Soviet Union a serious threat to their internal stability and to world peace. In Germany, the democratic republic established under the Weimar Constitution crumbled in the 1930s, and Germany became a fascist state with Adolf Hitler as dictator. Germany under Hitler also experienced a controlled economy and a suppression of civil liberty. Hitler added an expansionist foreign policy and a racist ideology aimed at exterminating the Jews.

Both Germany under Hitler and the Soviet Union under Lenin and then Stalin organized economic systems which could be considered variations of the command economy model. Economic systems differ with regard to ownership of property, distribution of income, role of government, and economic incentives. In traditional economies, decisions are based on the customs and traditions of the society. Decisions in a command economy are made by government planners; even capital resources are owned by the government. In market economies, decisions are made by the interaction of supply and demand; this process is known as the market mechanism. No economy is a pure form of a traditional, command, or market economy.

Assessment of these standards will focus on the following:

- recognizing leaders of major totalitarian regimes
- demonstrating ability to analyze and evaluate the economic systems of fascism and communism
- drawing conclusions about how ideology relates to political power and economic systems
- evaluating the impact of individuals on history
- comparing and contrasting key elements of traditional, command, and market economies.

Topics may include, but are not limited to, the following:

- fascism (Italy, Germany, Japan)
- communism
- Hitler
- Lenin
- Stalin
- basic economic activities of all societies
- characteristics of all economic systems:
  - -ownership of property
  - -distribution of income
  - -role of government
  - -economic incentives
- traditional, market, and command economies.

WH. 22	**Traces and analyzes the causes and effects of World War II.**

Related Standard

SS.9-12.24	**Discusses anti-colonialism and the economic and political impact of the Third World.**

TEST CONTENT DESCRIPTION

Summary

The inadequacies of the Paris Peace Treaties, the breakdown in the world economy, and the rise of militarism and racism led to a total war which engulfed the world. Although the Allies were successful in defeating the aggressor nations, Germany, Japan, and initially Italy, the specter of an aggressive Russian ally with designs on Eastern Europe and Asia did not augur well for the post-war world. Fear of nuclear destruction was a significant aftermath of the war, even though there were high hopes for the United Nations as a peace-keeping organization. European and Japanese empires in Asia and Africa crumbled, the effect of surging nationalism and the weakening of the colonial powers due to the war.

The concept of the Third World was developed to describe the situation of the emerging nations, most of which were technologically underdeveloped. In many instances, internal power struggles were complicated by outside interference from both communist and western nations, occasionally erupting into international crises or outright military confrontations which threatened world peace.

Assessment of these standards will focus on the following:

- demonstrating knowledge of problems created by the Paris Peace Conference
- relating the rise of nationalism to the effectiveness of the League of Nations
- determining the significance of economic factors to world unrest
- drawing conclusions about the challenge of territorial aggression
- evaluating the impact of total war
- recognizing the role of individuals such as Churchill, Stalin, and Roosevelt in the course of events
- evaluating the potential for peace in the aftermath of World War II
- identifying the areas where nationalism resulted in the revival of old or the creation of new nations
- determining the factors which contributed to worldwide unrest following World War II
- identifying leaders of independence movements(e.g., Gandhi, Mandela)
- determining the factors which led to the emergence of the Third World.

Note: Assessment of this standard may include using documents, timelines, and maps. (See Information Processing and Map and Globe Skills.)

Social Studies World History: The Modern World (SS. 9-12.19/21/E.9/22/24/25/26/27/E.30)

Topics may include, but are not limited to, the following:

- legacy of World War I
- worldwide depression
- Italian, German, Soviet, Japanese aggression
- Churchill, Stalin, Roosevelt
- wartime conferences
- spread of communism
- independence movements in Asia and Africa
- nuclear age
- United Nations
- emergence of the Third World.

WH.25 **Identifies and discusses the causes of the Cold War and the major conflicts resulting from the rivalry between East and West.**

TEST CONTENT DESCRIPTION

Summary

After World War II, sharp differences developed between the former wartime Allies over policies toward Germany and Eastern Europe. The Soviet Union had suffered greatly from the war, and to secure its western borders and take advantage of the opportunity to spread world communism, it fostered the establishment of Soviet-style governments in Eastern Europe. To defend against further Soviet aggression, the Western allies formed NATO, while the Soviets set up the Warsaw Pact. A Cold War between East and West was thus initiated and was particularly dangerous because of the ever-present threat of nuclear war.

Although the newly created United Nations had limited power, it became an important forum for discussion of world issues. Both within the scope of the UN and apart from it, the United States, now the wealthiest and most powerful country in the world, supported alliances, aid programs, and policies to prevent communism from spreading in the former colonies of Britain, France, and the Netherlands. In Asia, the emergence of Mao Tse-tung's China as a major communist nation created further dangers to world peace.

In 1950-53, the United States and other UN members tried to contain the spread of communism by aiding South Korea against a takeover by communist North Korea.

Assessment of this standard will focus on the following:

- determining how world relations after 1945 came to be dominated by two superpowers
- determining the factors that led to Soviet control of Eastern Europe
- explaining the origins of the term "Cold War"
- identifying NATO and the Warsaw Pact
- comparing U.S. foreign policy in Europe with policy in Asia
- demonstrating knowledge of events in China and the role of Mao Tse-tung
- drawing conclusions about the strengths and weaknesses of the United Nations
- evaluating the impact of the Korean War on international relations.

Topics may include, but are not limited to, the following:

=> Soviet control in East Europe (Iron Curtain)
=> United Nations
=> NATO, Warsaw Pact
=> Marshall Plan
=> China under Mao Tse-tung
=> Korean War.

WH.26 **Identifies and analyzes the problems of the interdependent World (1945 to present) (e.g., population, food supply, nuclear weapons, terrorism, etc.).**

Related Standard:

E.30 **Explains why countries trade and how economic specialization promotes interdependence among nations.**

TEST CONTENT DESCRIPTION

Summary

The world has become increasingly interdependent, complex, and dangerous. Only recently have governments around the world realized that developments in one nation can affect the rest of the world. During the 21st century, the world will be confronted by numerous problems that must be solved in order to guarantee the survival of human beings on earth. These problems include ever-increasing world population, economic disparity among nations, inadequate food supplies, depletion of natural resources, decreasing energy supplies, nuclear proliferation, and worldwide terrorism.

Assessment of these standards will focus on the following:

- understanding the relationship between human choices and the effects on the global environment
- evaluating strategies to address control of nuclear and biological weapons
- determining the factors which contribute to international cooperation
- demonstrating knowledge of sources of international tension
- identifying international trading communities and partners
- understanding predictions about economic trends for the twenty-first century
- analyzing strategies to guarantee respect for human rights
- evaluating efforts to deal with worldwide hunger and disease.

Note: Assessment of these standards may include using special-purpose maps. (See Map and Globe Skills.)

Topics may include, but are not limited to, the following:

=> the global environment
=> nuclear and biological means of destruction
=> sources of international tension
=> international trade
=> human rights abuses
=> world hunger and disease.

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WH.27 **Identifies the major revolutions of the 20th century: agricultural, technological, medical, social, and cultural.**

TEST CONTENT DESCRIPTION

Summary

Major advances have occurred in the 20th century in the areas of agriculture and industry, mass communications, nuclear energy, biological and environmental science, medicine, and space exploration. Developments in these areas have altered the political, social, and physical environments in which people live. There has been a recognition of the interdependence of nations and an increase in international cooperation.

Assessment of this standard will focus on the following:

- recognizing the effect of chemical pesticides, herbicides, and new techniques of hybridization on crop and livestock production
- evaluating the impact of space and computer technology
- drawing conclusions about the impact of advances in medicine.

Topics may include, but are not limited to, the following:

=> medical advances
=> computer technology
=> space missions; communications and weather satellites
=> ecological concerns
=> conservation of energy.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6 (c)

Medium

1. The Versailles Treaty blamed Germany alone for World War I. The Germans lost land in Europe, all their colonies, and billions of dollars in war reparations. How did this affect postwar Germany?

★ A. Unemployment and inflation became serious problems.
B. There was widespread support for the Weimar Republic.
C. Germany joined the League of Nations.
D. Germany was divided into communist and noncommunist sections.

Type 4

Medium

2. Which statement **most** accurately describes similarities between Stalin's USSR and Hitler's Germany?

A. They had popular support because of poor economic conditions.
B. They had economic systems based on communist principles.
C. They had popular support because of their foreign policies.
★ D. They had command economies and were political dictatorships.

Type 7 (c)

Medium

3. **Read the passage and answer the question that follows.**

During the period 1936-39, Hitler acquired the Rhineland, Austria, the Sudetenland, and Czechoslovakia without firing a shot. With the memories of World War I still fresh in their minds, leaders of Britain and France condemned German aggression but followed a policy of appeasement. Appeasement involved making concessions in order to preserve the peace. Yet, on September 1, 1939, Hitler invaded Poland, beginning World War II.

The policy of appeasement contributed to World War II because it

A. encouraged oppressed Germans in other countries to fight for their independence.
B. violated the Versailles Treaty, which justified the use of armed force by Germany in Europe.
C. was based on the assumption that Hitler could not be trusted and was therefore a flawed and ineffective policy to prevent a war.
★ D. was perceived by Hitler as English and French weakness and reluctance to fight, thus encouraging further German aggression.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 2

Medium

4. When the former colonial nations of Africa and the Middle East achieved independence after World War II, what was a problem they shared?

A. the threat of invasion by neighboring countries
B. underpopulation and chronic labor shortages
★ C. lack of industrial development necessary for economic growth
D. strong communist movements which undermined their political stability

Type 1

Low

5. The state of tension that followed the Soviet Union's announced plan to foster the spread of communism in Europe is known as the

A. Iron Curtain.
★ B. Cold War.
C. Berlin Blockade.
D. Warsaw Pact.

Type 1

Low

6. Developing nations sell raw materials to industrialized nations to be processed. In their country of origin, these raw materials are examples of

A. durables.
★ B. exports.
C. imports.
D. tariffs.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 7 (e)

High

7. **Read the passage and answer the question that follows.**

It is estimated that 500 million people face hunger and malnutrition daily. However, during the 1970s and 1980s, enough food was grown worldwide to provide an adequate diet for every human being. The United States and Canada produce approximately 80% of the world's supply of grain, yet have only 6% of the world's population, whereas poor, developing nations cannot produce enough food to feed their populations.

Based upon the preceding passage, why is hunger a major world problem?

A. The United States and Canada produce too much grain.
B. Developing nations cannot afford to feed their populations adequately.
C. The world's population is increasing more rapidly than the food supply.
★ D. There is an unequal distribution of world food supply and world population.

Type 2

Medium

8. In addition to the excitement of discovery for its own sake, space missions have been important because

A. they have launched a major space-travel industry.
B. the United States has become secure from nuclear attack.
C. the United States emerged as the world leader in transportation technology.
★ D. they have led to improvements in other areas such as microelectronics and telecommunications.

WG.4	**Explains how regions may be defined by cultural or physical features, or by combination of both.**

Related Standards:

WG.2	**Explains why regions are basic units of geographic study. (North America; Central and South America; Europe; Central Eurasia)**
WG.3	**Explains why regions are basic units of geographic study. (Middle East and North Africa; Africa South of the Sahara; South Asia and East Asia.)**

TEST CONTENT DESCRIPTION

Summary

Regions are basic units of geographic study. Regions are defined by physical characteristics such as landforms, climate, and ecosystems, or cultural characteristics such as ethnic origins, historical settlements, and political and economic patterns. Most regions combine physical characteristics and cultural characteristics in some way.

Assessment of this standard will focus on the following:

- **Physical Geography:** determining how physical characteristics define regions **Cultural Geography:** recognizing the cultural characteristics that may define regions
- **Regions/Area Studies:** identifying regions (See Map and Globe Skills.)
- applying knowledge of physical and cultural characteristics to assess a region's advantages or disadvantages.

Topics may include, but are not limited to, the following:

- ⇨ physical characteristics by which a region may be defined
- ⇨ cultural features by which a region may be defined
- ⇨ relative significance of features by which regions may be defined
- ⇨ the following world regions: North America, Central and South America, Europe, Central Eurasia, Middle East, North Africa, Africa south of the Sahara, South Asia, East Asia.

WG.12 **Explains how location influences activities and processes that occur in different places.**

TEST CONTENT DESCRIPTION

Summary

The concepts of location and place are extremely important in understanding human activity. Geographers use a variety of means to describe the absolute or relative locations and characteristics of places.

Assessment of this standard will focus on the following:

- **Location:** (Where?)
  - recognizing major features (e.g., continents, oceans, rivers, mountain ranges, countries by name reference according to specific guidelines)
  - applying geographers' tools to find major locations. (See Map and Globe Skills.)
- **Place:**
  - identifying places by descriptions based on physical or cultural features
  - demonstrating knowledge of the relationship between place and human activity.

Topics may include, but are not limited to, the following:

=> absolute and relative locations as responses to "Where?"
=> distinguishing physical characteristics of places (e.g., climate, vegetation, landforms)
=> distinguishing human characteristics (e.g., ownership and use of land, communication and transportation networks)
=> effect of natural barriers upon settlement, defense, expansion
=> significance of geographical isolation (e.g., continental interiors, islands) to historical, and cultural development.

WG.13 **Explains how knowledge of locations and their characteristics is a key factor in understanding human interdependence.**

TEST CONTENT DESCRIPTION

Summary

Location and place relate directly to the shape and form of human activities. Specific economic activities cannot take place in locations that do not provide the necessary resources and conditions. Climate and the availability of natural resources influence a people's destiny. Water, raw materials (coal, petroleum, precious metals), the ability of the land to support agriculture, and related geographic features affect the rate and direction of a nation's expansion as well as the relationships that nation forms with other nations (e.g., producer/consumer, empire/colony).

Assessment of this standard will focus on the following:

Location: drawing conclusions about the opportunities for self-sufficiency vs. dependency (see WG.12)
Place: recognizing the significance of relative locations
Interdependence: determining factors related to location and to specific places which are significant for fostering human interdependence.

Topics may include, but are not limited to, the following:

- significance of availability of natural resources to relative success of settlements
- significance of location of resources and proximity to transportation, power sources, bodies of water
- factors influencing the development of major agricultural or industrial regions
- factors which limit economic development
- factors which contribute to interdependence.

WG.14 **Describes several ways in which people inhabit, modify, and adapt culturally to different physical environments.**

Related Standards:

WG.15 **Describes how people use natural environments to extract needed resources, to grow crops, and to create settlements.**

WG.16 **Describes how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology.**

TEST CONTENT DESCRIPTION

Summary

People develop ways of living which enable them to adapt to their physical environment. In this way, the environment influences the development of culture. Cultures vary in part because of differences in environment. People have shown that they can survive anywhere that they can find natural resources adequate to feed, clothe, and shelter them. People not only adapt to their environment but find ways to change it to better suit their needs. This interaction of people and environment involves choices and consequences which evolve over time.

Assessment of these standards will focus on the following:

- **Relationships within Places:**
  - evaluating the relationship between a particular physical environment and the way people live there
  - making generalizations about the effect of the physical environment on the development of culture
  - identifying specific human adaptations and how they relate to survival and prosperity.

Topics may include, but are not limited to, the following:

- the relationship between a particular physical environment and an economic activity
- how people try to change their environments to their advantage
- the consequence of these changes for people and the landscape.

WG.17 **Identifies the physical characteristics of a place.**

- **land forms**
- **climates, and**
- **vegetation.**

TEST CONTENT DESCRIPTION

Summary

Land areas differ in size and outline. Land also differs according to the height and shape of its various surfaces. The largest land masses on earth are the seven continents. Land masses (other than continents) completely surrounded by water are called islands. Both continents and islands have several kinds of land shapes which were formed by the meeting of land and water. Two examples of land shapes are peninsulas and capes. Land surface is composed of four major landforms that differ in shape and elevation: mountains, hills, plains, and plateaus. Mountains are high, rugged landforms, whereas hills are raised areas of land lower in elevation than mountains. Plains are large areas with either level or gently rolling land, whereas plateaus are mostly level land surfaces, usually located at higher elevations.

Assessment of this standard will focus on the following:

- recognizing major landforms, using map skills (See Map and Globe Skills.)
- demonstrating knowledge of major landforms, climate, vegetation patterns in various locations.

WG.37 **Explains why there are few places that are self-sufficient, and that networks of transportation and communication are needed.**

TEST CONTENT DESCRIPTION

Summary

Factors such as climate and natural resources facilitate the development of economic activities, which vary from one place to another. In today's world, however, few places are self-sufficient. The need for trade has made the nations of the world interdependent. Modern technological advances in transportation and communication have fostered this interdependence, bringing together developing and industrialized nations in a vast network of world trade and cultural exchange.

Assessment of this standard will focus on the following:

- **Movement:**
  - demonstrating knowledge of the reasons people interact with each other across geographic and cultural boundaries
  - understanding the mechanisms by which the movement of people and goods are achieved
  - drawing conclusions about the impact of technology on future interaction of people across boundaries.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6 (b)

Medium

1. The country of Erewhon has three distinct landform areas, the eastern mountains, central highlands, and western plains.

If Erewhon were to be divided into regions, the criteria used would **most likely** be

A. cultural.
B. political.
★ C. physical.
D. economic.

Type 6 (b)

Medium

2. Culture regions may be defined by a variety of criteria, including language, religion, government, social institutions, and economics. For this reason, a culture region

A. is economically self-sufficient.
★ B. may involve a very large area of diverse physical features.
C. depends on the presence or absence of physical boundaries.
D. is the same as a political unit or country.

Type 6 (b)

Medium

3. Switzerland is a country that is surrounded by land on all sides. For this reason you would expect that

★ A. maintaining a navy would be of little importance.
B. Swiss language and culture is unrelated to that of Switzerland's neighbors.
C. Switzerland has few natural resources and is a very poor country.
D. Switzerland has joined its neighbors in the race for overseas colonies.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6 (c)

Medium

4. The river systems of India have created a large area of extremely fertile soil. What cultural and political impact might be traced to this geographical factor?

A. Hydroelectric power is plentiful.
B. Fishing is the main industry of the region.
C. Refugees are a common problem because of periodic flooding.
★ D. Over the ages, immigrants and invaders have been attracted to the region.

Type 6 (a)

Low

5. While Panama is a small nation with few natural resources that would interest highly industrialized nations, it is strategically important to the United States and other world powers. What makes Panama so important?

A. It serves as a buffer between two hostile nations.
B. It has historically supported the United States during times of war.
C. It is close enough to the United States to provide a safe haven in times of danger.
★ D. It provides a quick and therefore economical link between the Atlantic and Pacific Oceans.

Type 7 (e)

High

6. Geographers commonly divide the earth into six major climate zones, according to latitude: tropical, dry, mild, continental, polar, and mountain. These large zones are frequently broken down into thirteen smaller zones, generally with regard to features such as plant life, location, landscape, and temperature.

What is the **best** explanation for this subdivision?

A. Land use depends on more specific information.
B. The thirteen smaller zones correspond better to the continents.
C. Long-range weather predictions are likely to be more accurate.
★ D. It is not possible to describe accurately all the places within the six major zones.

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Sample Items **★ Key** **Cognitive Level**
Item Type

Type 7 (b)

High

7. To build a shelter on the Great Plains, early settlers carved out chunks of the earth itself. Tough prairie grass growing undisturbed year after year had created a thickly matted crust called sod. Squares of sod were cut, then used like bricks to make sod houses.

Given the information above, which statement is the **most reasonable** conclusion?

★ A. There were very few trees on the Great Plains.
B. Sod houses were easier to build than wood structures.
C. Available timber on the Great Plains was sold as a cash crop.
D. Sod houses provided better protection against Indian attacks.

Type 6 (a)

Low

8. Because of the hilly terrain, most New England farmers grew just enough food to feed their families, but not enough to sell for money. This lifestyle is known as

A. commercial farming.
B. domestic farming.
★ C. subsistence farming.
D. substantial farming.

Type 7 (c)

Medium

9. **Read the passage and answer the question that follows.**

The Dust Bowl of the Great Plains is affected by drought, flooding, wind, and inadequate vegetation. The Soil Conservation Service, begun in 1935, helped restore millions of acres of eroded topsoil by planting grass and educating farmers about crop rotation. However, Dust Bowl farmers will always have to adjust to the constantly changing weather.

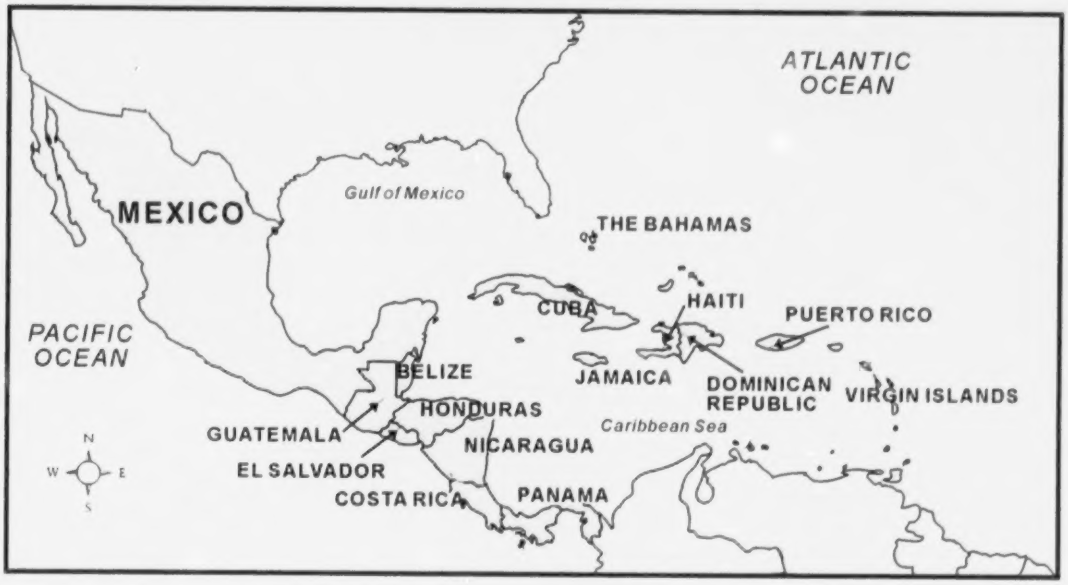
Which **best** explains why the Dust Bowl is a constant problem for farmers?

A. The farmers have never recovered from the Great Depression of the 1930s.
B. There has been long-term damage from global warming.
★ C. On the Great Plains there are naturally recurring cycles of drought and flooding.
D. The government regulations of 1935 have done more harm than good.

Sample Items **Item Type**	**★ Key**	**Cognitive Level**
Type 7 (a)		**Low**

Use the map to answer the question that follows.

MEXICO, CENTRAL AMERICA, AND THE CARIBBEAN


ATLANTIC OCEAN
MEXICO
Gulf of Mexico
THE BAHAMAS
HAITI
CUBA
PUERTO RICO
PACIFIC OCEAN
BELIZE
JAMAICA
DOMINICAN REPUBLIC
VIRGIN ISLANDS
HONDURAS
Caribbean Sea
GUATEMALA
NICARAGUA
N
W
E
S
EL SALVADOR
COSTA RICA
PANAMA

10. Which country has a peninsula as part of its land mass?

A. Belize
B. Cuba
★ C. Mexico
D. Panama

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 5

Medium

11. Which is a logical strategy for developing trade with other countries?

A. stressing economic self-sufficiency at home
B. setting high tariffs to raise the prices of foreign goods
★ C. entering into common market and free trade agreements
D. placing limits on the exports of certain goods or resources

Type 6 (e)

High

12. In 1995, a tunnel under the English Channel was completed, thus connecting Great Britain with the European continent. What was the expected result?

★ A. Great Britain's economy would be more closely linked to the economies of countries on the European continent.
B. Trade barriers between Great Britain and other European countries would increase.
C. Trade would be limited by the cost of shipping goods from Britain to the European continent.
D. France would have to take protective action against British immigration.

US.1 **Identifies and describes the native inhabitants the Europeans found in the New World.**

TEST CONTENT DESCRIPTION

Summary

The native inhabitants encountered by the Europeans who came to the New World belonged to a number of culture groups with distinct characteristics. There were three great early empires—the Mayas and Aztecs of North and Central America and the Incas of South America. Other North American cultures were the Eskimo, Northwest Coast, and Great Basin Indians of the Northwest; the Anasazi and Pueblo who peopled the desert areas; the semi-nomadic peoples of the Great Plains (Osage, Missouri, Omaha, Kansas, Iowa, Wichita, Mandan, Pawnee, Blackfoot, Crow, Comanche, Kiowa, Apache); the Algonquian, Iroquois, and Muskogean of the Eastern Woodlands; and the southeastern groups of the Eastern Woodlands, which included the Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles.

The treatment of the native inhabitants by the Europeans varied. The Spanish policy of "conquer and enslave" virtually wiped out the native population in Central and South America, whereas the early English settlers generally maintained good relations with the Native Americans until the influx of settlers pushed the Native Americans off their lands. Native inhabitants of the New World very often taught Europeans valuable lessons in survival and made contributions to fields such as agriculture and transportation, enabling settlements to expand and prosper.

Assessment of this standard will focus on the following:

- identifying the diverse Native American cultures encountered by the first Europeans in the New World
- determining how geography contributed to differences among Native American cultures
- comparing and contrasting key elements in major Native American cultures
- forming generalizations about Native American cultures.

Note: Assessment of this standard may include using maps. (See Map and Globe Skills.)

Topics may include, but are not limited to, the following:

=> location of major Native American cultures, e.g. Eskimo, Pacific, desert, plains, Eastern Woodlands
=> descriptions of major Native American cultures.

US.2 **Identifies the factors that led to the colonization of the continent of North America**

- => **national rivalry (example: defeat of the Spanish Armada 1588)**
- => **religious persecution**
- => **economic opportunity, and**
- => **political unrest.**

TEST CONTENT DESCRIPTION

Summary

National rivalry, religious conflict, economic opportunity, and political unrest were the major factors which led to the colonization of North America.

Assessment of this standard will focus on the following:

- identifying national rivalries and how they affected colonization
- recognizing the relationship between religion and colonization
- demonstrating knowledge of the economic factors in colonization
- determining how dissatisfaction at home led to new forms of government abroad

Topics may include, but are not limited to, the following:

- => House of Burgesses
- => Jamestown
- => indentured servants
- => joint stock company
- => Plymouth
- => Mayflower Compact
- => Puritans.

US.3 **Identifies and analyzes the social, political, religious, and economic patterns that developed in the American colonies.**

TEST CONTENT DESCRIPTION

Summary

Between 1650 and 1750, colonial settlements developed ways of life that differed from life in Europe and from each other. In the New England Colonies, self-sufficient farms clustered around towns whose center was a single church. Economic life consisted of subsistence farming, lumbering, and shipbuilding. The Middle Colonies, with a more diverse population, enjoyed rich farmland and a profitable life based on agriculture. Although the Southern Colonies were more geographically diverse, their major economy involved the plantation system of agriculture, which depended primarily on a single crop (tobacco, at first) and a large labor force.

Assessment of this standard will focus on the following:

- comparing and contrasting economic and social patterns of the three colonial regions
- demonstrating knowledge of how and why value was placed on representative government
- analyzing the role of religion in colonial life
- recognizing the diverse origins of colonial settlers
- drawing conclusions about the origins of slavery and its effect on the Southern Colonies.

Topics may include, but are not limited to, the following:

⇒ Colonial System
⇒ triangular trade
⇒ social classes
⇒ economic life
⇒ religion
⇒ government
⇒ Middle Passage.

Sample Items **Item Type**	**★ Key**	**Cognitive Level**

Type 2

Medium

1. Which is the **most likely** explanation for the fact that the Northwest Coast Indians used wood as their primary building material?

A. Wood had religious significance.
B. Wood homes symbolized wealth in the tribe.
★ C. They lived in a forest environment.
D. It was cheaper than other building materials.

Type 4

Medium

2. Which **best** describes how the Native Americans of the Plains and the Native Americans of the Southeast obtained their food?

★ A. The Plains tribes were hunters and farmers, while Southeast tribes depended almost entirely on agriculture.
B. Both cultures subsisted on their farm crops.
C. Both cultures were primarily hunters and did very little farming.
D. The Southeast tribes depended on the buffalo as a source of food more than the Plains tribes did.

Type 1

Low

3. Which **most** interested the French in the New World colonies?

A. gold and silver mining
★ B. fur trapping
C. tobacco farming
D. whaling and fishing

Type 3

Medium

4. What role did the colonies serve in the policy of mercantilism?

A. The colonies would receive raw materials from the mother country in order to produce finished goods.
★ B. The colonies could supply raw materials to the mother country while serving as a market for finished products.
C. The colonies and the mother country would openly compete for economic markets in order to keep down prices of goods.
D. Industries could be developed in the colonies so more land would be available for agriculture in the mother country.

Sample Items **Item Type**	**★ Key**	**Cognitive Level**

Type 1

Low

5. What was a distinctive feature of the colony of Rhode Island, founded by Roger Williams?

A. harsh treatment of Native Americans
B. banning of Native Americans and Jews
C. enforced church attendance
★ D. toleration of different religions

Type 4

Medium

6. In what way were the House of Burgesses and the New England town meetings similar?

A. Both originated in the New England states.
B. They were free from vetoes by colonial governors.
C. They were first started by the British Parliament.
★ D. Both represented colonists' participation in government.

US.5 Explains the causes of the American Revolution (1763-1775)

TEST CONTENT DESCRIPTION

Summary

After the French and Indian War, the British attempted to tighten their connection with the colonies. Between 1763 and 1776, King George III and the British Parliament issued a series of laws designed to increase the profitability of the colonies. One reason for this was the need to pay the costs of the war. Whereas the colonists had accepted Parliament's power to regulate trade, they objected to Parliament's new assertion of authority to raise revenue. As British citizens, they believed that without the approval of the colonial legislatures, such taxation violated their rights as Englishmen. By ignoring their objections, King George and the British Parliament prepared the way to a war for independence.
Assessment of this standard will focus on the following:

- recognizing the early sources of colonial rivalry
- analyzing the development of shared interests among the colonies
- demonstrating knowledge of England's colonial policy.

Note: Assessment of this standard may include using maps, time lines and flow charts. (See Information Processing and Map and Globe Skills.)

Topics may include, but are not limited to, the following:

- ⇒ mercantilism
- ⇒ Triangular Trade
- ⇒ Navigation Acts
- ⇒ French-British rivalry
- ⇒ French and Indian War
- ⇒ Albany Plan
- ⇒ Proclamation of 1763
- ⇒ assertion of British authority (Intolerable Acts)
- ⇒ Committees of Correspondence
- ⇒ Sons of Liberty
- ⇒ Boston Tea Party.

US.6 **Identifies and analyzes the Declaration of Independence**

- **basis for self-evident truths and unalienable rights**
- **obtain support of the uncommitted Americans, and**
- **gain foreign support.**

TEST CONTENT DESCRIPTION

Summary

The United States began functioning as an independent nation following the publication of the Declaration of Independence in 1776. It explained and justified the reasons and purposes for severing ties with Great Britain. It stated that "all men are created equal" and "endowed by their Creator with certain unalienable rights." It expressed the idea that the people were the fundamental source of power and stated that if any government infringed upon the rights of the people, then that government should be replaced by the people.

Assessment of this standard will focus on the following:

- demonstrating knowledge of the meaning of these concepts and how they came to be the basis for the Declaration of Independence
- analyzing how unity was achieved in the Second Continental Congress
- recognizing how foreign assistance helped the Americans defeat the British.

Topics may include, but are not limited to, the following:

- Loyalists or Tories
- general principles of human rights
- commitment to the ideal of equality
- Thomas Paine
- Thomas Jefferson
- Benjamin Franklin.

US.7 **Describes the major events, military campaigns, and influential persons of the American Revolution. Develops a beliefs and values profile, including George Washington and Benjamin Franklin.**

TEST CONTENT DESCRIPTION

Summary

The first battles of the war were fought at Lexington and Concord in 1775. The war in America ended in 1781 with the British defeat at Yorktown. Major battles included Trenton, Princeton, Saratoga, and Yorktown.

Assessment of this standard will focus on the following:

- analyzing the leadership qualities of George Washington and Benjamin Franklin
- demonstrating knowledge of major events and military campaigns.

Note: Assessment of this standard may include using map skills. (See Map and Globe Skills.)

Topics may include, but are not limited to, the following:

=> Loyalists and Patriots
=> Continental Army
=> George Washington
=> Benjamin Franklin
=> French alliance
=> George Rogers Clark
=> Marquis de Lafayette
=> African Americans and women in the war
=> John Paul Jones
=> Treaty of Paris, 1783.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6 (c)

Medium

1. The Stamp Act (1765), a tax requiring Special Stamps to be attached to newspapers, legal documents, and business papers, was repealed by the English Parliament in 1766. What caused Parliament to take this action?

   A. King George III felt the Stamp Act was unfair to colonial businesses.
   B. Parliament realized it did not have the power to tax American colonies.
   ★ C. English businesses lost valuable trade since the colonies boycotted imported British goods.
   D. The Sons of Liberty had destroyed the home of the Lieutenant Governor of Massachusetts.

Type 2

Medium

2. A factor that led the colonies to declare independence from England was

   A. the leadership of William Pitt.
   B. the meeting of the Albany Congress.
   ★ C. the uncompromising attitude of George III.
   D. a strong rivalry between the southern colonies and England.

Type 1

Low

3. According to the Declaration of Independence, if a government fails to fulfill its obligations, the people have the right to

   A. go back to being British subjects.
   ★ B. abolish that government and establish a new one.
   C. imprison government officials and try them for treason.
   D. ask other nations to come in and take over the government.

Type 7(a)

Medium

4. What are "unalienable rights" as expressed by Jefferson?

   A. those guaranteed by the King
   B. those no one can defend
   ★ C. those no one can take away
   D. those not applicable to foreigners

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6(b)

High

5. Historians consider the American Revolution as primarily a movement for self-government. Which could they use as evidence to support this claim?

A. invasion of Canada in 1775
B. colonial reaction to the Boston Massacre
★ C. adoption of the Declaration of Independence
D. colonial reaction against British mercantilism

Type 2

Medium

6. How did geography influence the fighting in the American Revolution?

A. The terrain prevented any important battles from taking place.
B. The British were unable to occupy and hold large cities.
★ C. The American navy prevented the British from landing troops and supplies.
D. Vastness of land allowed colonial militia to use hit and run tactics.

US.8 **Discusses the limitations of the Articles of Confederation and the reasons for the calling of the Constitutional Convention.**

TEST CONTENT DESCRIPTION

Summary

The Articles of Confederation were written in 1777 but were not adopted until 1781. They created a confederation of independent states with a weak central government, partly because of the colonial experience under British control. The inherent weaknesses of the Articles of Confederation led to the near-breakdown of government and prompted the calling of a convention in Philadelphia in May 1787 to revise them. Instead, a new government structure was conceived, and the document known as the Constitution was adopted.

Assessment of this standard will focus on the following:

- demonstrating knowledge of the structure of the U.S. government under the Articles of Confederation
- drawing conclusions about the inadequacies of the original concept of government as set up under the Articles of Confederation
- demonstrating understanding of the tasks faced by delegates to the Constitutional Convention.

Topics may include, but are not limited to, the following:

=> ownership and settlement of western lands
=> raising revenue
=> economic disunity
=> foreign pressures
=> lack of leadership.

US.9 **Summarizes the debates and resulting compromises of the Constitutional Convention.**

- => **large vs. small states**
- => **Hamilton and Madison**
- => **north-south division**

TEST CONTENT DESCRIPTION

Summary

The Constitutional Convention established the framework of a federal government. Success was achieved largely by means of compromise. The result was a plan, introduced by James Madison of Virginia, which divided power between the states and the national government. Major issues which were resolved included representation of large and small states, how to count the slave population in the South for purposes of representation, what kind of executive should represent the nation, how the executive should be chosen, how the judiciary should be organized, and how the Constitution could be changed.

In the process of achieving ratification, fundamental differences became apparent between Federalists and Anti-Federalists, foreshadowing the eventual development of political parties. Pressure to protect citizens from a too-powerful federal government led to the passage of the first ten amendments to the Constitution. These formed a document known as the Bill of Rights, which lists the specific rights that the new federal government could not take away from the people.

Assessment of this standard will focus on the following:

- demonstrating knowledge of the debates relating to the creation of a national legislature
- comparing and contrasting the beliefs of Hamilton and Madison concerning popular rule
- drawing conclusions about the North-South dispute and its resolution
- identifying the roles of Hamilton and Madison in achieving ratification of the Constitution
- determining the factors which impeded ratification in the states
- recognizing the importance of the Bill of Rights
- drawing conclusions about how the opposing viewpoints led to the development of political parties.

Topics may include, but are not limited to, the following:

- => James Madison and Alexander Hamilton
- => Virginia Plan
- => New Jersey Plan
- => Great Compromise
- => Three-Fifths Compromise
- => Federalists and Anti-Federalists
- => Federalist Papers
- => Bill of Rights.

US.11 **Identifies the Bill of Rights as the first 10 amendments to the Constitution and states their importance.**

TEST CONTENT DESCRIPTION

Assessment of this standard will focus on the following:

- demonstrating knowledge of the rights of individuals as enumerated under the Bill of Rights
- understanding how these rights may be applied in the present day.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 3

High

1. Shays' Rebellion convinced many American leaders of the need to revise the Articles of Confederation because it demonstrated the people's

A. support of Confederation leaders.
B. dislike of western land policies.
C. approval of recent trade agreements.
★ D. impatience with an incompetent government.

Type 1

Low

2. What event prompted Congress to summon state representatives to a convention to revise the Articles of Confederation?

A. the movement of British troops into the Northwest Territory
★ B. a rebellion of farmers in Massachusetts (Shays' Rebellion)
C. South Carolina's threat to secede from the Union
D. the passage of the Northwest Ordinance of 1787

Type 6 (b)

Medium

3. One of the **most** important debates of the Constitutional Convention concerned the plan for a national legislature.

Which was a fundamental concern?

★ A. how each state would achieve an equal voice
B. how laws would be passed
C. who was eligible to vote
D. how the president would be chosen

C8

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 3

Medium

4. The purpose of the series of New York newspaper articles known as the Federalist Papers was to

A. encourage the passage of the Bill of Rights.
★ B. point out reasons why the Constitution should be ratified.
C. lay the foundations of political parties.
D. campaign for Alexander Hamilton's election as president.

Type 2

Medium

5. Why did some members of the Constitutional Convention consider a Bill of Rights necessary?

A. They wanted to demonstrate from the outset that the Constitution could be amended.
B. They were afraid that state governments would take away certain rights.
★ C. They wanted assurance that there were specific freedoms the federal government could not take away.
D. They were concerned that the chief executive might be called president but act like a king.

Type 7 (e)

High

Consider this situation:

6. A group of American citizens attends a public meeting concerning the location of a toxic waste dump near their community. At the meeting, everyone will have a chance to express an opinion on the matter.

Which two freedoms guaranteed in the Bill of Rights apply to this situation?

A freedom of speech and freedom of religion
B. freedom of religion and the right to petition
★ C. freedom of assembly and freedom of speech
D. freedom of assembly and freedom of the press

US.12 **Explains the importance of Washington's and John Adams' administrations**

- => **cabinet appointments**
- => **federal judiciary completed/judicial review—Hamilton's financial system**
- => **first American party system**
- => **Whiskey Rebellion**
- => **Neutrality Proclamation**
- => **"Farewell Address"**
- => **"XYZ" Affair, and**
- => **Virginia and Kentucky Resolutions.**

TEST CONTENT DESCRIPTION

Summary

Washington's and Adams' administrations are sometimes known as the Federalist Era. Under these first two presidents, the power of the federal government was both challenged and secured. When Congress provided for executive departments, President Washington chose Alexander Hamilton as the first Secretary of the Treasury and Thomas Jefferson as Secretary of State. Differences between Hamilton and Jefferson led to the formation of the first political parties. Issues which threatened the new nation concerned the handling of domestic debts and the creation of the National Bank, excise taxes as a revenue source, and trying to maintain neutrality in the war between Britain and France. The seeds of controversy over states' rights became apparent in the crisis which led to the Virginia and Kentucky Resolutions. The Resolutions asserted that the states had the power to nullify federal acts which they considered unconstitutional.

Assessment of this standard will focus on the following:

- demonstrating knowledge of how the national government was set up
- evaluating the effect of Washington's and Adams' foreign policies on America's acceptance abroad
- recognizing the issues that challenged federal authority
- drawing conclusions about the political issues that led to the two-party system
- determining the factors that led to sectionalism
- evaluating the lasting achievements of these two presidents.

Topics may include, but are not limited to, the following:

See U.S. 12, above.

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Social Studies United States History to 1865: Young Growing Nation (SS. 9-12.12/13/14/15/16/17)

US.13 **Traces and describes the growth of a nation.**

⇨ **Louisiana Purchase**
⇨ **War of 1812**
⇨ **Convention of 1818**
⇨ **Florida acquired (Adams Onis Treaty)**
⇨ **The Monroe Doctrine, and**
⇨ **The Trail of Tears**

Related Standard

US. 17 **Identifies and examines the industrial and transportation improvements from 1820-1860.**

TEST CONTENT DESCRIPTION

Summary

Among the achievements of the Jefferson, Madison, and Monroe presidencies was a tremendous expansion westward, sparked by the Louisiana Purchase and supported by improvements in transportation. New technological developments ushered in the beginnings of the Industrial Revolution in America. Sectional interdependence developed along with sectional rivalry. Relations with Native Americans deteriorated as white settlers claimed new lands.

During this period, relations with foreign governments became increasingly complex, leading to the War of 1812 and eventually to the Monroe Doctrine, which established a fundamental principle of American foreign policy.

Assessment of this standard will focus on the following:

- identifying the territory involved in the Louisiana Purchase
- recognizing how Florida was acquired and how a major portion of the border with Canada was set
- demonstrating knowledge of the foreign policy issues that led to the war of 1812 and to the Monroe Doctrine
- seeing the effect of westward expansion on Native Americans
- identifying the improvements in transportation and how they related to westward expansion
- demonstrating knowledge of how changes in technology led to the growth of industry.

Note: Assessment may include using maps. (See Map and Globe Skills.)

Topics may include, but are not limited to, the following:

⇨ See U.S. 13, above.
⇨ Lewis and Clark
⇨ new inventions (cotton gin, steam engines)
⇨ growth of mills (Samuel Slater, textiles)
⇨ National Road
⇨ end of slave trade (1808)
⇨ canals.

US.14 **Traces the development of political parties in the United States.**

- **the Era of Good Feelings/Nationalism**
- **election of 1824**
- **formation of the modern-day Democratic party and the Whig party**
- **Clay's American System, and**
- **Jacksonian Democracy**

TEST CONTENT DESCRIPTION

Summary

The Era of Good Feelings was a time when nationalism prevailed over sectionalism. It gave way to a stormy political period during the presidencies of John Quincy Adams, Andrew Jackson, and Martin Van Buren. Major issues involved the power of the federal government, the banking system, the tariff, and states' rights. This period of turmoil produced the modern-day Democratic Party and the two-party system.

Assessment of this standard will focus on the following:

- understanding how political differences were temporarily minimized as a feeling of national unity developed during the presidency of James Monroe (Era of Good Feelings)
- demonstrating knowledge of the issues on which national leaders differed
- identifying Henry Clay's American System
- understanding the relationship between the election of 1824 and the emergence of the Democratic Party
- evaluating the strengths and weaknesses of Jacksonian Democracy
- determining how economic issues led to the formation of the Whig Party.

Topics may include, but are not limited to, the following:

- See U.S. 14 above
- National Bank
- nullification
- John C. Calhoun.

US.15 **Examines the concept "Manifest Destiny" as it applies to U.S. history between 1830-1860.**

- **Texas and Oregon**
- **election of 1844**
- **Mexican War**
- **California gold rush of 1849, and**
- **Gadsden Purchase**

TEST CONTENT DESCRIPTION

Summary

From the earliest days, Americans had the impulse to push the frontier westward. Land was acquired by various means: purchase, treaty, expropriation, war. The concept known as "Manifest Destiny" justified this westward expansion by claiming that the land from the Atlantic to the Pacific belonged rightfully to the United States. People believed that it was God's will that Americans should spread American ideas and democracy across the continent. The spirit of expansion was also fueled by the desire for new land and the promise of easy riches that came with the discovery of gold.

Assessment of this standard will focus on the following:

- comparing and contrasting the reasons and methods for the acquisition of Texas and Oregon
- recognizing why the election of 1844 was unusual
- drawing conclusions about the reasons for the Mexican War
- understanding the relationship between the concept of Manifest Destiny and the Mexican War
- comparing the annexation of California with the annexation of Texas
- recognizing the issues raised by California's application for statehood
- demonstrating knowledge about what attracted settlers to the west.

Topics may include, but are not limited to, the following:

=> Texas and Oregon
=> election of 1844
=> Mexican War
=> California gold rush of 1849, and
=> Gadsden Purchase.

US.16 **Identifies the intellectual, cultural and social movements between 1830-1860.**

- => **Transcendentalism**
- => **Second Great Awakening**
- => **Abolitionist Movement**
- => **Women's Movement, and**
- => **Nativist Movement**

Develops a beliefs and values profile, including Ralph Waldo Emerson, Elizabeth Cady Stanton, Harriet Tubman, and Frederick Douglass.

TEST CONTENT DESCRIPTION

Summary

Between 1830 and 1860, reform movements swept the nation. These movements had their origins in the reassessment of personal and religious ideals associated with the Second Great Awakening and the Transcendental movement. Reformers worked to improve society as a whole; they directed their efforts to education, care for the mentally ill, and women's rights. Abolitionists explored various tactics to bring an end to slavery. These movements were accompanied by the growth of a distinctly American identity, noticeable in art and literature, and reflected in the growth of nativism, a movement which looked upon increased immigration as a threat to that identity.

Assessment of this standard will focus on the following:

- understanding the relationship between Transcendentalism, the Second Great Awakening, and the belief that human character could be perfected
- recognizing how the belief in human perfectibility led to the idea that social ills could be corrected and society could be reformed
- demonstrating knowledge of the origins of the abolitionist movement and its leaders
- demonstrating knowledge of the origins of the women's movement and its leaders
- defining nativism and drawing conclusions about its source and effectiveness as a political movement.

Topics may include, but are not limited to, the following:

- => See U.S. 16, above
- => Temperance Movement
- => Horace Mann
- => Dorothea Dix
- => William Lloyd Garrison
- => Seneca Falls Conference
- => new immigration
- => Know-Nothings.

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Sample Items ★ **Key** **Cognitive Level**
Item Type

Type 5

High

1. How did the outcome of the tax revolt known as the "Whiskey Rebellion" demonstrate the effectiveness of Hamilton's economic policies?

A. It shifted the tax burden from the middle to the upper class.
B. It protected the interests of the farmers.
C. It settled the issue of states' rights.
★ D. It proved that the federal government could enforce the law.

Type 2

Medium

2. What was the major challenge to American foreign policy during the presidencies of George Washington and John Adams?

★ A. maintaining neutrality in the war between Britain and France
B. avoiding war with Spain over possession of the Florida territory
C. providing military assistance for the French Revolution
D. repelling a British attempt to recover the North American colonies

Type 2

Medium

3. The Louisiana Purchase was important to western farmers because

A. gold was discovered in California.
B. they could sell supplies to Native Americans.
★ C. it gave the United States control of the Mississippi River.
D. they could trade with Mexico.

Type 6 (a)

Low

4. In the early 1800s, many industries had to be built on swift-flowing rivers because water power was used to drive factory machinery. Which invention allowed factories to be built in towns and cities that were not located on rivers?

A. water frame
★ B. steam engine
C. sewing machine
D. spinning jenny

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 2

Medium

5. What factor(s) led to the nickname "Era of Good Feelings" to describe the years of James Monroe's presidency?

★ A. political unity and national optimism
B. good relations with Britain
C. Supreme Court decisions that favored the states
D. the protective tariff and success of the National Bank

Type 1

Low

6. Henry Clay's American System refers to

A. American industrialization.
★ B. federal support of American economic development.
C. protecting the Western Hemisphere from further European colonization.
D. maintaining neutrality in the disputes between Britain and France.

Type 5

High

7. Which statement supports the claim that Andrew Jackson's victory over John Quincy Adams was a triumph for the idea of popular democracy?

A. Jackson received 56 percent of the popular vote.
B. Jackson won Pennsylvania and New York as well as the South and West.
C. Adams, a nationalist, took a broad view of the national government's powers.
★ D. During Jackson's administration, property qualifications for voting were removed.

Type 1

Low

8. Which state's entry into the United States played a controversial role in America's vision of Manifest Destiny?

A. Virginia
★ B. Texas
C. Iowa
D. Vermont

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6(c)

Medium

9. During the 1840s, the belief in "Manifest Destiny," which encouraged the westward expansion of the United States to the Pacific Ocean, became the most popular single idea in American politics. How did "Manifest Destiny" affect national policy?

A. Trade barriers against other countries were lifted.
★ B. The United States declared war on Mexico.
C. Conflicts with Native Americans declined.
D. The slave trade was ended.

Type 1

Low

10. What do the following people have in common?

Dorothea Dix
Horace Mann
Florence Nightingale
Elizabeth Cady Stanton

A. They were abolitionists.
B. They were Transcendentalist writers.
★ C. They were social reformers.
D. They were nativists.

Type 5

High

11. Which of the issues dividing the antislavery reformers before 1860 was **most likely** to develop into a separate reform movement?

A. resettlement of slaves in Liberia
B. gradual vs. immediate emancipation
★ C. participation of women in activities to achieve equal rights
D. political action vs. newspaper articles, lectures, and rallies

US.18 **Identifies and analyzes the causes and events leading to the Civil War:**

- => **compromises of 1820, 1833, 1850**
- => **Kansas-Nebraska Act**
- => **formation of the present-day Republican Party**
- => **Dred Scott Decision**
- => **Lincoln-Douglas Debate**
- => **John Brown's raid**
- => **Lincoln's election, and**
- => **secession of South Carolina.**

TEST CONTENT DESCRIPTION

Summary

A number of issues, some of which had remained unresolved since the Federalist Period, led to the break-up of the Union in 1861. Slavery, sectionalism, states' rights, and economics were the basic sources of tension; the chain of events leading to South Carolina's secession began with the dispute over the extension of slavery into the newly acquired territories and states.

Assessment of this standard will focus on the following:

- demonstrating knowledge of the sources of growing tension between North and South
- identifying the issues that led to the compromises of 1820, 1833, 1850
- interpreting the significance of the Kansas-Nebraska Act and the Dred Scott decision
- seeing the relationship between the spread of slavery into the territories and the formation of the new Republican Party
- understanding the meaning of popular sovereignty and the positions taken by Abraham Lincoln and Stephen Douglas
- drawing conclusions about the consequences of Lincoln's election and its relationship to South Carolina's secession.

Topics may include, but are not limited to, the following:

- => See U.S. 18, above.
- => differences between the North and South
- => slavery and the South
- => Underground Railroad
- => Fugitive Slave Law
- => slavery in the territories.

US.20 **Discusses and analyzes reasons for the military defeat of the Confederacy.**

- **Southern advantages and disadvantages**
- **Southern victories from Bull Run to Chancellorsville**
- **Emancipation Proclamation**
- **Union victories at Gettysburg and Vicksburg**
- **Sherman's capture of Atlanta and "March to the Sea," and**
- **Lee's surrender at Appomattox**

TEST CONTENT DESCRIPTION

Summary

Although the North had the advantages of a larger population and more abundant resources, the Confederates initially had the edge for several reasons: they were defending their own soil; they had better military leaders; and they expected British support because of the dependency on southern cotton. However, Union strategy successfully split the Confederacy, set up a naval blockade, and persuaded the British to withhold aid. After the Emancipation Proclamation, Northerners were inspired by a change in the character of the war from a war for unity to a war for freedom. Union victories at Gettysburg and Vicksburg were crucial turning points. Although both sides suffered horrendous casualties during the course of the war, civilians in the South suffered as well from food shortages, uncontrolled inflation, and invading armies.

Assessment of this standard will focus on the following:

- comparing and contrasting the military strengths and weaknesses of the North and South
- identifying technological changes in warfare
- analyzing the effect of the first Civil War battles on people's ideas and expectations for the war
- understanding how the Emancipation Proclamation changed the focus of the war
- recognizing the battles of Gettysburg and Vicksburg as turning points in the war
- understanding how Sherman's "March to the Sea" marked a turning point in the history of modern warfare.

Topics may include, but are not limited to, the following:

- See U.S. 20, above.
- importance of railroads/supply lines
- Lee, Grant, McClellan, Sherman
- blacks in the Union and Confederate Armies.

US.21 **Analyzes the social, political, and economic results of [the Civil War and] Reconstruction.**

TEST CONTENT DESCRIPTION

Summary

Following Lincoln's assassination, a struggle for power ensued within the federal government as the outgrowth of opposing attitudes about how to treat the defeated South. Reconstruction brought about some political and social benefits for former slaves, but these met with tremendous hostility; outbreaks of terrorism against African Americans were common. Without jobs or land, former slaves became sharecroppers, an economic arrangement scarcely better than what they had endured under slavery. Despite the passage of the Fourteenth and Fifteenth Amendments, by the turn of the century they were largely disenfranchised as well.

While the South struggled economically, the North enjoyed a period of economic expansion. By 1876, Reconstruction was over; the major depression of 1873 and the diversion of public attention to scandals and corruption in the Grant administration diverted national attention elsewhere. Racial segregation became entrenched in the Southern way of life. The promise of full participation in the rights of citizenship, embodied in the Fourteenth and Fifteenth Amendments, was not fully realized by African Americans until the 1960s.

Assessment of this standard will focus on the following:

- analyzing the power struggles associated with the rival plans for Reconstruction
- identifying efforts to assist former slaves and recognizing the policies of the southern states
- demonstrating knowledge of the guarantees intended by the Thirteenth, Fourteenth, and Fifteenth Amendments
- demonstrating knowledge of the land arrangements that evolved in the South
- identifying the challenges faced by new state governments in the South
- determining the factors that led to the restoration of white supremacy in the South and the establishment of "separate but equal"
- drawing conclusions about the economic relationship that developed between North and South.

Topics may include, but are not limited to, the following:

- => Lincoln's plan for Reconstruction
- => Andrew Johnson
- => Radical Reconstruction
- => Freedman's Bureau
- => Thirteenth, Fourteenth, and Fifteenth Amendments
- => Black Codes
- => sharecropping and tenant farming
- => Frederick Douglass
- => Compromise of 1877.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 1

Low

1. In the Dred Scott decision, the Supreme Court ruled that

A. states had the right to outlaw slavery within their borders.
B. since Dred Scott was taken into a free territory, he was now free.
C. slavery was unconstitutional and must be abolished with all deliberate speed.
★ D. slaves were property, and a slave holder's property was protected by the Constitution.

Type 7 (d)

High

2. The following are two ways of looking at the causes of the Civil War:

(1) The struggle between North and South involved the basic interests of the industrial and commercial society of the North on the one hand, and the agrarian society of the South on the other.

(2) The struggle over slavery in the territories was fired by the deeper issue involving the morality of slavery itself; the abolitionist view was nonnegotiable.

What outlook do these views share?

A. The North was to blame for the war.
B. The South was to blame for the war.
★ C. The nation had lost its sense of a common destiny.
D. In time, a compromise could have been worked out.

Type 4

Medium

3. What difficulty was shared by the North and the South during the Civil War?

A. untrained military leaders
★ B. raising an army of volunteers
C. inadequate supply lines
D. breaking through the British blockade

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 3

High

4. What effect did the Emancipation Proclamation have on the course of the war?

   A. It convinced the border states to join the Confederacy.
   B. It helped end the war within a year.
   ★ C. It turned the war into a fight for freedom as well as for unity.
   D. It relieved both the Union and the Confederacy of the need for a draft.

Type 1

Low

5. Northerners who settled in the South after the war and supported Radical Reconstruction were known as

   ★ A. carpetbaggers.
   B. Reconstructionists.
   C. scalawags.
   D. Unionists.

Type 6 (b)

High

6. During Reconstruction, federal troops were stationed in the South. Their purpose was to enforce the laws of Congress and protect the rights of former slaves guaranteed by the Civil Rights Act of 1866 and the Fourteenth and Fifteenth Amendments to the Constitution.

   Which conclusion can be drawn from this information?

   A. Southern state governments were often corrupt.
   B. Federal troops elected southern state governments.
   ★ C. Rights of former slaves were in danger without Federal troops.
   D. Rights of former slaves were guaranteed by southern state governments.

US.22 **Traces the development of the Industrial Revolution in the United States from 1870-1900.**

- **population shifts from rural to urban**
- **problems of urbanization**
- **rise of monopolies, and**
- **rise of labor unions.**

TEST CONTENT DESCRIPTION

Summary

Although the North experienced a recession at the end of the Civil War, by the late 1860s, factories that made war goods shifted to consumer goods. Improvements in transportation, communication, and the availability of natural resources sped the industrial movement. Factories were built, and the demand for workers led to a flood of immigrants from all over Europe.

As the U.S. population grew, so did the move to urban areas to seek new opportunities. The rapid growth of cities created an environment still familiar today: mass transportation, skyscrapers, public libraries and parks, department stores, theaters, sporting events, etc. By the turn of the century, women were firmly entrenched in the working world, especially in the helping professions, offices, and sales. The concept of free public education for all was widely accepted, and educational reform was underway. Mass circulation of newspapers reflected a more literate population.

The flood of people into the cities also created many problems. Urban planning and city services were slow in developing. Central city areas turned into slums. Working conditions in the new factories were very poor: the exploitation of workers led to the formation of the first labor unions.

Assessment of this standard will focus on the following:

- determining the positive and negative effects of urbanization on American life
- demonstrating knowledge of technological innovations and their impact
- identifying the great 19th century industrialists and their achievements
- recognizing the importance of railroads to industrial development and urbanization
- drawing conclusions about the social, economic, and political effects of industrialization.

Topics may include, but are not limited to, the following:

- Bessemer process, refrigeration, electricity
- Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller
- laissez-faire economics
- corporation, trust
- New South
- National Labor Union, Knights of Labor, American Federation of Labor.

US.23 **Traces the Westward Expansion from 1865-1900.**

- **transcontinental railroads**
- **defeat of the Plains Indians**
- **homesteading on the Plains**

TEST CONTENT DESCRIPTION

Summary

The influx of settlers—miners, cattle ranchers, and farmers—to the West after the Civil War marked the end of the traditional way of life for the Plains Indians. By the end of the century, they were so weakened by the destruction of the buffalo herds and the warfare with the United States armies that they had little choice but to relocate to the reservations. The linking of East and West by railroad and government offers of free land encouraged settlement by people who saw the West as a place of unlimited resources. Cattle raising became a major industry until severe winters and the conflict with sheep ranchers ended the boom. Although the harsh conditions of the Plains presented serious challenges to homesteaders, new techniques and inventions helped farmers to prosper; by 1890, the old frontier was essentially closed.

Assessment of this standard will focus on the following:

- understanding how the railroad opened up the West to settlement
- evaluating the role of the federal government in the settlement of the West
- drawing conclusions about the effect on the Plains Indians of the settlement of the West
- evaluating government policy towards the Plains Indians
- demonstrating knowledge of the challenges faced by settlers on the Plains.

Note: Assessment of this standard may include the geography of the Great Plains and the use of maps. (See Map and Globe Skills.)

Topics may include, but are not limited to, the following:

- exploration of the Plains: William Gilpin and John Wesley Powell
- mining frontier
- Central Pacific and Union Pacific Railroads
- cattle ranches, *vaqueros*
- Indian Wars
- Dawes Act.

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US.24 **Describes and analyzes the social changes in the United States from 1870-1910.**

- **"Jim Crow" laws in the South**
- **The New Immigration**
- **Plessy v. Ferguson (1896), and**
- **W.E.B. Du Bois opposes views of Booker T. Washington**

TEST CONTENT DESCRIPTION

Summary

The period from 1870 to 1910 brought many new minority groups to America, mostly from southern and eastern Europe. Their stories were similar in many ways: the economic, political, and religious reasons for leaving home; the hardships of the travel; the shock and disillusionment of the new land were all common themes. Minority groups such as Native Americans, African Americans, Asian Americans, and Spanish-speaking Americans, already established in the United States, were struggling to survive amid racism, prejudice, and specific legislation aimed at restricting their freedoms and rights. What became institutionalized second-class citizenship for African Americans, despite the promise of the Reconstruction Era, challenged leaders to develop strategies for accommodating to the situation or working toward change.

Assessment of this standard will focus on the following:

- understanding the changes in the status of black citizens in the South after 1890
- comparing and contrasting the views of W.E.B. Du Bois and Booker T. Washington
- recognizing the origins of systematic segregation
- demonstrating knowledge of the impact of the new immigration on American society.

Topics may include, but are not limited to, the following:

- See U.S. 24, above.
- *de facto* segregation
- Niagara Movement and NAACP
- Chinese Exclusion Act
- Nativism.

US.25 **Describes and analyzes the political reforms in the United States from 1870-1910**

- => **Greenback Party (silver issue) and**
- => **Populist Movement.**

TEST CONTENT DESCRIPTION

Summary

The years after the Civil War were a time of political corruption in which the reputations of both Congress and the presidency were tarnished. Reformers sought to end abuses in government and industry. Although they achieved the passage of some important legislation, industries such as railroads and the giant trusts were hardly touched. American farmers, facing increasing economic hardship, organized their own movements which eventually coalesced into the new Populist Party. Seeking cheaper money, the Populists and the Democrats argued for the coinage of silver. The silver issue ended with the election of William McKinley over William Jennings Bryan in 1896.

Assessment of this standard will focus on the following:

- demonstrating knowledge of political scandals and corruption
- recognizing the goals of reform movements
- identifying the Civil Service Act, the Sherman Antitrust Act, and the Interstate Commerce Act
- seeing the relationship between the growth of industry, westward expansion, and the needs of the farmers
- defining populism and drawing conclusions about the evolving role of government.

Topics may include, but are not limited to, the following:

- => See U.S. 25, above.
- => Gilded Age
- => Civil Service Act
- => Interstate Commerce Act
- => Sherman Antitrust Act
- => Ocala Platform
- => William Jennings Bryan.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 7 (b)

Medium

1. Coal and petroleum were used to provide the power to run most of America's factories. Coal production increased from 50 million tons in 1870 to 550 million tons in 1915. Oil production increased from 10 million barrels in 1870 to 275 million barrels in 1915.

Which conclusion can be drawn from this information?

A. Coal and oil resources reached their limit in 1915.
B. Coal production became the nation's primary industry in 1915.
C. There was a dramatic increase in the number of households with central heating between 1870 and 1915.
★ D. There was a dramatic increase in the number of factories between 1870 and 1915.

Type 7 (c)

High

2. During the late 19th century, landowners built factories and businesses wherever they pleased. Streets, laid out in checkerboard patterns, might be crossed at any point by a railroad. City streams became polluted. Stockyards and junkyards were often located next to expensive homes.

What caused this situation in America's cities?

A. lack of employment in urban areas
★ B. lack of urban planning because of rapid growth
C. actions of reform groups, such as the National Municipal League
D. gradual movement westward of the U.S. center of population

Type 6 (c)

Medium

3. The early years of the United States saw the creation of new dry-farming techniques, the innovative use of the windmill, and the use of the new, steel-tipped plow. What was one result of these developments?

★ A. expansion of the American settlers onto the Great Plains
B. passage of tougher patent laws to protect inventors
C. development of new and better forms of transportation and communication
D. spread of slavery into the newly acquired western territories

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 7 (c)

Medium

4. Consider the following information:

The original intent of the Dawes Act of 1887 was to divide reservation land among Native American families to encourage them to become small farmers. By 1887, however, Native Americans had lost over 60% of their land, and what was left was unsuitable for farming. A 1926 report revealed that most Native Americans suffered from poverty, poor health, and inadequate education.

Which conclusion can be drawn about the Dawes Act?

A. It was effective at first, but a failure by 1926.
B. It would have succeeded if Native Americans had cooperated.
★ C. It had little chance of success from the beginning.
D. It proved that the government had done all it could to help the Native Americans.

Type 2

Medium

5. What was the purpose of Jim Crow laws at the end of the nineteenth century?

A. to punish people who had fought for the Confederacy
★ B. to keep freed slaves from achieving equality
C. to enforce the Emancipation Proclamation
D. to regulate interstate travel

Type 7 (b)

Medium

6. Between 1800 and 1890, southern states wrote new constitutions. Voting requirements, such as the poll tax and literacy test, were instituted. Jim Crow laws were passed. The Democratic Party, which had controlled the South before the Civil War, was once again in power.

Which conclusion is **best** supported by this evidence?

A. The percentage of African American voters increased.
B. New state constitutions ensured African American rights.
C. Opportunities for African Americans in state government increased.
★ D. African Americans lost the political power they had gained during Reconstruction.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 1

Low

7. Which segment of society sought a program of government reform which came to be known as the Populist Movement?

A. industrialists
★ B. farmers
C. journalists
D. progressives

Type 3

Medium

8. Which of the following developments contributed to the growing hardship of U.S. farmers after the Civil War?

★ A. high railroad shipping rates
B. increased immigration
C. cheap money caused by inflation
D. an extended period of drought

US.26 **Traces and analyzes the developments that led to the United States emerging as a world power**

- => **need for foreign markets**
- => **rise of world imperialism**
- => **U.S. expansionist sentiments, and**
- => **Spanish-American War and resulting territorial acquisition.**

Related Standard

US. 28 **Evaluates the foreign policies of Teddy Roosevelt, Taft, and Wilson**

- => **Panama Canal**
- => **Big Stick diplomacy in Latin America**
- => **"Dollar Diplomacy" (Taft), and**
- => **Wilson's "Missionary Diplomacy" in Haiti and Mexico.**

TEST CONTENT DESCRIPTION

Summary

In the late nineteenth and early twentieth centuries, many leaders in business and government began to look for world markets to sell surplus American goods. These interests, fueled by the imperialist fever that was raging through Europe, encouraged the growth of imperialistic ideas in the United States.

Assessment of this standard will focus on the following:

- understanding the relationship between industrialization and the rise of world imperialism
- understanding the relationship between "the closing of the frontier" and the attraction of overseas expansion
- evaluating the economic and philosophical motives for expansion
- recognizing the sources of American interest in Latin America and the Caribbean
- drawing conclusions about American participation in the Spanish-American War
- interpreting the foreign policy implications of the later interpretations of the Monroe Doctrine.

Note: Assessment of this standard may include using maps. (See Map and Globe Skills.)

Topics may include, but are not limited to, the following:

- See U.S. 28, above.
- expansionist movements (Captain Mahan, Josiah Strong)
- Yellow Journalism
- Spanish-American War
- Roosevelt Corollary to Monroe Doctrine
- Panama Canal
- U.S. interests in the Caribbean
- Open Door Policy in China
- U.S. interests in Asia.

US.27 **Identifies and states the significance of the national reforms of Teddy Roosevelt and Woodrow Wilson during the Progressive Era.**

- => **antitrust legislation**
- => **"Square Deal"**
- => **conservation movement, and**
- => **the New Freedom**

TEST CONTENT DESCRIPTION

Summary

Populism, the farmers' crusade for change, marked the beginning of the widespread interest in reform which became the Progressive Movement. Journalists roused public support against political and social injustice, spurring changes in industry and local government. Eventually, progressivism reached the federal government. President Theodore Roosevelt filed lawsuits against the major trusts and supported laws to regulate a number of industrial practices. He also supported efforts to conserve America's natural resources. Presidents Taft and Wilson extended these activities during their tenures of office. Under these Republican and Democratic presidents, the federal government assumed more responsibility than ever before for the orderly development of modern industrial America.

Assessment of this standard will focus on the following:

- demonstrating knowledge of the major legislation which was passed during the Progressive Era
- interpreting the changing role of the federal government
- comparing and contrasting the achievements of Presidents Roosevelt, Taft, and Wilson.

Topics may include, but are not limited to, the following:

- => See U.S. 27, above.
- => muckrakers
- => Wisconsin Idea
- => Pure Food and Drug Act
- => Hepburn Act
- => income tax
- => women's suffrage.

US.29 **Explains American entry into World War I and describes the impact of the war on life in the United States.**

- => **sinking of the Lusitania**
- => **U-Boat/Zimmerman note**
- => **women and blacks enter the arms industries**
- => **suppression of pacifists and dissenters**
- => **18th (prohibition) and 19th (women's suffrage) amendments ratified rejection of Wilson's League of Nations, and**
- => **isolationism vs. interventionism**

TEST CONTENT DESCRIPTION

Summary

When war broke out in Europe, President Wilson led the country in a policy of neutrality, urging Americans to resist propaganda from both sides. After several attempts to negotiate peace, and after a number of provocations, the United States finally declared war on Germany. Wilson gained popular support for the war by explaining that the goal was "to make the world safe for democracy." He also sponsored legislation to stifle dissent.

Americans turned their full attention to the war effort; millions of men were drafted, and industrial production exceeded all previous levels. The government supervised industrial and food production and the shipping and railroad industries; in addition, workers gained some benefits, and union membership grew. Women and African Americans were heavily represented in the workforce.

American intervention turned the tide of war; Germany signed an armistice before the end of the year. With Wilson's leadership, major changes were drawn on the map of Europe. Wilson also was the driving force behind the founding of the League of Nations, an organization dedicated to securing world peace. He was less successful at achieving his goals at home; fear of foreign involvement led to isolationism and American refusal to sign the Treaty of Versailles or to join the League of Nations.

Assessment of this standard will focus on the following:

- demonstrating knowledge of the range of American public opinion on the war in Europe
- understanding the basis for President Wilson's attempt to maintain neutrality
- identifying the events that led to American entry into the war
- demonstrating knowledge of how the war effort was organized at home
- evaluating the short- and long-term effects of the war effort on American life
- analyzing President Wilson's leadership with regard to the war and the Paris Peace Conferences
- drawing conclusions about the new role of the United States in world affairs.

Topics may include, but are not limited to, the following:

- => See U.S. 29, above.
- => submarine warfare
- => U.S. draft
- => wartime economy
- => "great migration"
- => labor unrest
- => Wilson's Fourteen Points
- => Versailles Peace Conference.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 1

Low

1. In the 1890s, the term "yellow journalism" was used to describe

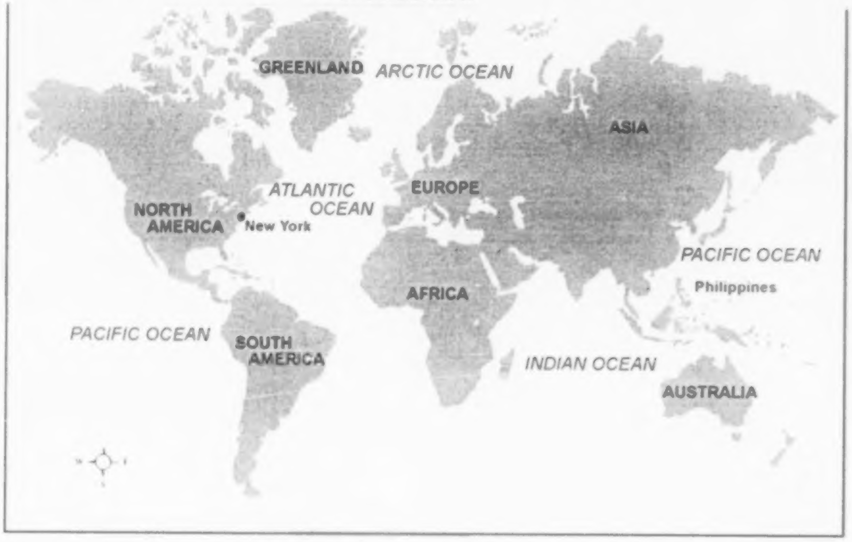
A. the ridiculing in print of certain groups of people.
★ B. the use of exaggerated or untrue stories to promote a certain point of view.
C. the poor wages paid to people who worked for newspapers.
D. pressure on newspaper publishers to print stories which were complimentary to those in power.

Type 7 (a)

Medium

Use the world map below to answer the question that follows.

WORLD MAP


GREENLAND
ARCTIC OCEAN
ASIA
ATLANTIC OCEAN
EUROPE
NORTH AMERICA
New York
PACIFIC OCEAN
Philippines
AFRICA
PACIFIC OCEAN
SOUTH AMERICA
INDIAN OCEAN
AUSTRALIA

2. If you were traveling by boat from New York to the Philippines in 1890, which would be the **best** route to take?

★ A. Sail south around the tip of South America, then travel west to the Philippines.
B. Sail southwest, go through the Panama Canal, then continue west to the Philippines.
C. You would not be able to sail to the Philippines in 1890 because of the Spanish-American War.
D. Sail north around Greenland, travel west above North America, turn southwest, and continue to the Philippines.

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Sample Items **★ Key** **Cognitive Level**
Item Type

Type 2

Medium

3. In the 1904 presidential election, Theodore Roosevelt promised every man a "square deal." By this he meant to

★ A. increase government authority to regulate the abuses of business.
B. establish soup kitchens and provide funds for relief organizations.
C. strongly limit free enterprise.
D. lower income tax rates.

Type 7 (b)

High

4. From 1900 until 1917, a group of reformers known as progressives looked for solutions to these problems:

- harmful practices in the food and drug industries
- poor working conditions in factories
- corruption and waste in city and state government
- ruthless competition in business
- abuse of natural resources.

Which is a logical conclusion to be drawn from this information?

A. Progressivism was a unified political movement.
★ B. Progressivism was a diverse movement with a variety of goals.
C. The progressives pointed out social problems but did not offer any solutions.
D. The progressives worked outside the traditional political parties to achieve their objectives.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 3

Medium

5. Which was an effect of World War I on American society?

A. increased toleration of minorities and recent immigrants
★ B. large movement of African American populations to Northern cities.
C. integration of African Americans within the armed forces
D. renewal of the attraction of farm life over city life

Type 6 (e)

High

6. Woodrow Wilson said, "Our whole duty for the present, at any rate, is summed up in this motto: 'America First: Let us think of America before we think of Europe.'"

Which role for the United States did he favor in relation to war in Europe?

A. activism
B. internationalism
★ C. neutrality
D. protectivism

US.30 **Analyzes social upheavals in the United States in the 1920s and 1930s**

- => **Scopes Trial**
- => **rise of KKK**
- => **antiforeign sentiment**
- => **women's suffrage**
- => **prohibition and gangsterism, and**
- => **changes in lifestyles.**

TEST CONTENT DESCRIPTION

Summary

The years immediately following World War I were particularly troubled: veterans had difficulty finding jobs; labor unrest and a rash of strikes combined with fear of communism to constitute a Red Scare; anti-immigrant and antiblack sentiment led to violence. Despite corruption in government, business prospered and a period of economic boom was launched. In the 1920s, material progress was impressive: among other developments there was tremendous growth in the use of electric power and the automobile. For some segments of society, this was a period of great prosperity; for others, such as farmers and minorities, life was more difficult than ever.

The challenge to older, more traditional values became strong after World War I. The Scopes trial stimulated controversy over the role of religion in society. The passage of the 19th Amendment gave women the right to vote, but did little to ensure their economic or social equality. Nevertheless, many women rejected traditional roles and adopted a personal style that asserted their new-found freedom. The 18th, or Prohibition Amendment, which met with widespread noncompliance and ushered in a period of unprecedented criminal activity, was repealed in 1933.

The 1920s were unique in their contradictions: prosperity and hardship, modernism and traditionalism, racial and ethnic intolerance contrasted with the cultural flowering of minorities in literature, art, and entertainment. The euphoria ended with the Wall Street crash of 1929, which ushered in a new period of economic and psychological depression. People looked to President Franklin Roosevelt for national leadership and to the entertainment world for spiritual renewal.

Assessment of this standard will focus on the following:

- determining the factors that led to postwar labor disputes
- recognizing the causes of anti-immigrant, antiradical, and antiblack sentiment
- drawing conclusions about the effects of the 18th and 19th amendments
- interpreting the changes in culture and values of many Americans
- understanding the strengths and weaknesses of the economy of the 1920s
- analyzing the factors that provided continuity in American society during the transition from the 1920s to the 1930s.

Social Studies United States History Since 1865: A Modern Nation: 1920 to the Present (SS. 9-12.30/E.28/E.29/31/32/33/34/36/37)

Topics may include, but are not limited to, the following:

- See U.S. 30, above.
- technological advances: Henry Ford and the automobile, electrification, radio, movies
- the Jazz Age
- Harlem Renaissance
- secondary education.

E.28 **Describes and explains the organization of the Federal Reserve System and how it regulates the money supply.**

- ⇨ **reserve requirement**
- ⇨ **discount rate, and**
- ⇨ **open-market operations**

Related Standard:

E. 29 **Explains how the federal government's taxing, spending, and borrowing policies affect the consumer, producer, and overall economy.**

- ⇨ **productivity**
- ⇨ **inflation/recession**
- ⇨ **national debt, and**
- ⇨ **excise tax vs. income tax**

TEST CONTENT DESCRIPTION

Summary

In the U.S. "mixed-market economy," the government maintains a degree of control. Federal, state, and local governments share responsibility for raising revenue and making decisions about the delivery and regulation of public goods and services. The federal government exerts a regulatory influence in interstate commerce and provides, regulates, or funds public services at a national level.

The Federal Reserve System (the FED), created in 1913 as America's central bank, has approximately one-third of the banks in the U.S. as member banks; all national banks are required to join, and state banks have the option to do so. The FED is divided into twelve regions. The activities of the FED are directed by the Board of Governors in Washington, D.C., which is composed of seven members appointed by the President to serve fourteen-year terms.

The Federal Reserve's responsibilities include check clearing, bank regulation and supervision, consumer legislation, maintaining currency, and regulating the money supply. By raising or lowering reserve requirements or interest rates and by buying or selling U.S. securities, the FED attempts to attain the goals of growth, employment, price stability, and trade balance.

Assessment of these standards will focus on the following:

- demonstrating knowledge of information specified in E.28 and E.29, above
- drawing conclusions about causes of U.S. economic recessions and depressions in the 19th and 20th centuries
- determining the factors that have led to periods of prosperity in the 19th and 20th centuries
- recognizing the economic policy issues that are related to controlling inflation, unemployment, fairness in taxation, and balance of trade.

Topics may include, but are not limited to, the following:

- => reserve requirement
- => discount rate
- => open-market operations
- => productivity
- => inflation/recession
- => national debt, and
- => excise tax vs. income tax.

US.31 **Analyzes the causes and effects of the Great Depression.**

TEST CONTENT DESCRIPTION

Summary

In the early part of the 1920s, business boomed, and confidence in the future led many Americans to speculate in land and stocks or to buy the abundant new manufactured goods on credit. Few Americans were aware of the economic weaknesses that underlay this prosperity. American industry and farms were extremely productive, but American consumers lacked the purchasing power to buy what was produced. People piled up huge debts because of the availability of easy credit. To encourage the sale of American products, tariffs were kept high, but this policy rebounded as American exports declined. Mechanization of industry led to greater efficiency but fewer workers to buy what was produced. As the decade wore on, the gap widened between the wealthy and those who could not earn a living. Agricultural overproduction led to a crisis on the nation's farms; important industries such as railroads, coal mining, and textile production were in trouble; new construction declined; and business inventories increased. All of this led to a rise in the number of people who were unemployed. In the absence of effective government controls, the nation's financial institutions crumbled at the first signs of public pull-back.

When the stock market crashed in November 1929, a long period of widespread suffering—the Great Depression—began. President Hoover did not believe that major federal intervention was desirable. However, the situation became increasingly grim, and voters in the 1932 presidential election believed otherwise. They elected as President the Democratic candidate, Franklin Roosevelt, who pledged that the federal government would take charge to ease suffering and get the economy back on its feet.

Assessment of these standards will focus on the following:

- identifying problem areas underlying the economic prosperity of the 1920s
- demonstrating knowledge of the growing imbalance between supply and demand
- seeing the potential dangers of speculation and margin buying in the stock market
- interpreting the effects of the Depression on the American social climate
- drawing conclusions about the government's traditional role in the economy.

Topics may include, but are not limited to, the following:

- ⇒ stock market, speculation, margin buying
- ⇒ consumable goods, durable goods
- ⇒ Calvin Coolidge
- ⇒ Herbert Hoover
- ⇒ Franklin Roosevelt
- ⇒ Alfred E. Smith
- ⇒ Bonus Army
- ⇒ Hoovervilles
- ⇒ Reconstruction Finance Corporation.

US.32 **Analyzes the development and implementation of Franklin Delano Roosevelt's programs and relates their impact on present day social and economic policies.**

TEST CONTENT DESCRIPTION

Summary

Although Herbert Hoover eventually abandoned the long-standing hands-off policy of the government toward the economy, his efforts to turn around the economy were not effective. When Franklin D. Roosevelt was elected President in 1932, large numbers of people were in need of immediate and basic relief, the economy was at a complete standstill, and state and local governments lacked resources to deal with the crisis. During Roosevelt's "first hundred days," he gained the confidence of the electorate, tackled the banking and unemployment crisis, and planned long-term measures for agricultural and industrial recovery. Eventually, Roosevelt's legislative program, known as the New Deal, greatly increased the size and scope of the federal government. People's attitudes about the responsibility of government changed.

Assessment of this standard will focus on the following:

- understanding the factors which contributed to the concept of the New Deal: the ideas of the progressives; the precedent set by government planning agencies during World War I; and the group of advisers who were willing to experiment with new policies
- demonstrating knowledge of the legislation to provide relief and recovery during the first hundred days of Roosevelt's administration
- understanding the reasons for criticism of New Deal programs
- evaluating the New Deal programs in terms of their short-term effectiveness
- evaluating the New Deal programs in terms of their lasting impact on American life.

Topics may include, but are not limited to, the following:

- ⇒ emergency legislation
- ⇒ Works Progress Administration (WPA)
- ⇒ Tennessee Valley Authority (TVA)
- ⇒ National Labor Relations Board (NLRB)
- ⇒ Social Security Act
- ⇒ Fair Labor Standards Act
- ⇒ 1938 Agricultural Adjustment Act
- ⇒ African Americans, Native Americans
- ⇒ Arts and Entertainment.

Social Studies United States History Since 1865: A Modern Nation: 1920 to the Present (SS.9-12.30/E.28/E.29/31/32/33/34/36/37)

US.33 **Analyzes the causes and results of America's participation in World War II**

- ⇨ **rise of dictatorships**
- ⇨ **totalitarian aggressions and extermination policies of Hitler**
- ⇨ **Fall of France, Battle of Britain**
- ⇨ **Pearl Harbor**
- ⇨ **women and minorities in the military and defense jobs**
- ⇨ **U.S. military contributions to Allied victory**
- ⇨ **creation of the United Nations, and**
- ⇨ **Nüremberg war trials.**

TEST CONTENT DESCRIPTION

Summary

The legacy of World War I was a war-ravaged Europe; a defeated and revisionist Germany; struggling new countries in Central and Eastern Europe; a new and threatening regime in Russia; and a growing economic and political instability throughout the world. The League of Nations, masterminded by Woodrow Wilson, failed to develop enough influence to maintain world peace, especially since isolationist sentiments in the United States prevented the world's newest superpower from participating. In the 1930s, these factors led to the rise of totalitarian regimes in Germany, Italy, and the Soviet Union, and militarism and expansionism in Japan. International tensions increased with Japanese aggression in Asia, Italian aggression in Ethiopia, and German aggression in Europe. Eventually these tensions escalated into a second World War, even more damaging than the first. The United States and the Soviet Union were wartime allies but post-war antagonists, with the threat of nuclear war always present. Once again hopes were pinned on the new organization for world peace, the United Nations, this time with the strong support of the United States.

Assessment of this standard will focus on the following:

- demonstrating knowledge of the rise of totalitarian dictatorships in Germany and Italy and the impact of Japanese aggression in Asia
- comparing and contrasting U.S. foreign policy in the 1920s and 1930s with U.S. foreign policy before World War I
- understanding the moral and strategic challenges to isolationism in U.S. foreign policy
- evaluating the impact of the war on the future direction of U.S. foreign policy
- drawing conclusions about the lasting effects of the war on American life.

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Topics may include, but are not limited to, the following:

- See U.S. 33, above.
- leaders of the Axis powers: Adolf Hitler, Benito Mussolini, Emperor Hirohito
- Japanese militarism, German aggression
- appeasement
- isolationism vs. intervention
- U.S. wartime economy
- Japanese Americans
- Allied leaders: Winston Churchill, Joseph Stalin
- wartime conferences: Yalta and Potsdam
- atomic bomb.

US.34 **Traces the causes and effects of the Cold War period 1945-1960**

=> **Berlin Airlift**
=> **NATO vs. Warsaw Pacts**
=> **Nuclear Arms Race**
=> **Space Race**
=> **Korean War, and**
=> **McCarthyism**

TEST CONTENT DESCRIPTION

Summary

Although the Soviet Union and the United States cooperated in the defeat of Germany during World War II, the relationship between them was always strained by ideological differences. The immediate post-war success of the Soviet Union in dominating Eastern Europe and extending its influence in Asia led to the U.S. policy of containment. The struggle which ensued between these superpowers became known as the Cold War. It affected international politics, as well as the cultural and domestic life of the American people, from 1945 until the 1960s. As the U.S. world leadership role became more pervasive, U.S. economic and strategic interests were often challenged by unsettled political situations in various parts of the world (e.g., the Middle East, Central America, Africa, Southeast Asia.)

Assessment of this standard will focus on the following:

- demonstrating knowledge of the reasons why world tensions did not end after World War II
- identifying key elements of U.S. foreign policy
- understanding the relationship between the possibility of nuclear war and U.S. competition with the Soviet Union (the Arms Race; the Space Race)
- drawing conclusions about fear of communism and the McCarthy Era
- evaluating the effectiveness of the United Nations in stopping aggression in Korea.

Topics may include, but are not limited to, the following:

=> See U.S. 34, above.
=> Truman Doctrine
=> Marshall Plan
=> United Nations
=> nuclear threat
=> China.

US.36 **Evaluates social protest movements and the demand for reforms in the post-World War II period to the present.**

- **rock and roll**
- **Counter cultures**
- **Feminist movement, and**
- **Environmentalism.**

Related Standard

U.S. 37 **Traces the events and identifies the influential personalities of the Civil Rights Era from 1947 to the present.**

- **Integration of military**
- **Brown vs. Board of Education 11954 (Plessy vs. Ferguson)**
- **Montgomery bus boycott**
- **Central High, Little Rock**
- **Freedom Rides and sit-ins**
- **Selma**
- **Washington March, "I Have a Dream" Speech**
- **Rosa Parks**
- **Malcolm X**
- **Dr. Martin Luther King, Jr.**
- **Jesse Jackson, and**
- **Louis Farrakhan**

TEST CONTENT DESCRIPTION

Summary

The major social protest movement in the post-war period was the demand for an end to segregation and second-class citizenship for African Americans. This struggle for equal rights sparked similar movements among women, Native Americans, Hispanics, and other minorities. Attention was also focused on social inequality and the needs of the poor, the elderly, the inner city, and the environment. These concerns remain with us today.

Assessment of these standards will focus on the following:

- recognizing the issues of the social protest movements
- evaluating the significance of the social protest movements for changes in American life in the second half of the twentieth century
- identifying the major leaders and events of the Civil Rights Era
- comparing and contrasting strategies for achieving the goals of the Civil Rights movement
- evaluating the achievements of the Civil Rights movement.

Social Studies United States History Since 1865: A Modern Nation: 1920 to the Present (SS. 9-12.30/E.28/E.29/31/32/33/34/36/37)

Topics may include, but are not limited to, the following:

- => rock and roll
- => Counter cultures
- => Feminist movement, and
- => Environmentalism
- => Integration of military
- => Brown vs. Board of Education 11954 (Plessy vs. Ferguson)
- => Montgomery bus boycott
- => Central High, Little Rock
- => Freedom Rides and sit-ins
- => Selma
- => Washington March, "I Have a Dream" Speech
- => Rosa Parks
- => Malcolm X
- => Dr. Martin Luther King, Jr.
- => Jesse Jackson, and
- => Louis Farrakhan.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 7 (c)

Medium

1. The 18th Amendment, ratified in 1919, prohibited the manufacture, transport, and sale of alcoholic beverages in the United States. At approximately the same time, powerful organized crime appeared in America's major cities, most notably in Chicago and New York.

What was the relationship between the 18th Amendment and the rise of organized crime?

A. Large-scale criminal organizations turned their attention to gambling and other rackets.
★ B. Public demand for liquor enabled organized crime to profit from selling it illegally.
C. Public compliance with Prohibition led to reduced government funding of law enforcement agencies.
D. Law enforcement officers turned their attention to other areas of criminal activity.

Type 2

Medium

2. Which industry had the **most** significant impact on the economic growth of the United States in the 1920s?

★ A. automobile
B. meatpacking
C. motion picture
D. radio

Type 6 (a)

Low

3. Raising revenue is a major concern of governments. Since the Progressive Era in the early 20th century, which has been the primary source of revenue for the federal government?

A. tariffs on imported goods
B. taxes on luxury items
★ C. income taxes
D. property taxes

Sample Items ★ **Key** **Cognitive Level**
Item Type

Type 1

Low

4. Which **best** describes the purpose of the Federal Reserve System?

A. to make loans available to college students who are in financial need
★ B. to attempt to strengthen the economy by regulating the nation's money supply
C. to aid foreign nations through loans and grants of money for construction projects
D. to act to eliminate criminal activity at the nation's stock exchanges

Type 3

Medium

5. Which of the following describes a reason why the prosperity of the 1920s gave way to the most serious depression in U.S. history?

A. The federal government took too dominant a role in supporting the economy.
B. Labor union demands for higher wages made consumer goods too expensive.
C. Only the wealthiest Americans could afford to invest in the stock market.
★ D. Farms and industries overproduced, while unemployment grew.

Type 1

Low

6. What was President Hoover's attitude toward the proper role of the federal government in the national economic crisis following the stock market crash?

★ A. Encourage people to look after themselves and each other rather than provide directly for their needs.
B. Avoid policies which might influence the direction of the economy.
C. Encourage the states to provide relief.
D. Sponsor a constitutional amendment allowing the government to take over key industries.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 6 (e)

High

7. In 1935, Congress passed the National Labor Relations Act. This act made it unlawful for a business to refuse to deal with a labor union. It also provided for elections where workers could vote to form a union, and the business had to honor the decision. Given this information, which statement has the **most** support?

   A. Most businesses found a way around the law.
   B. Unskilled workers were still not invited to join unions.
   C. Unions formed the Labor Party in order to push for more reforms.
   ★ D. Businesses could no longer use unfair practices to discourage employees from organizing unions.

Type 6 (b)

Medium

8. In 1933 Congress passed the National Industrial Recovery Act (NIRA). The Roosevelt administration hoped that the act would stabilize production, end price cutting, and establish decent standards for wages and working hours in industries throughout the country. Why, then, in 1935, did the Supreme Court declare the NIRA unconstitutional?

   A. The court was trying to force Roosevelt out of office.
   B. The court believed Roosevelt's "alphabet" agencies to be inefficient and uneconomical.
   C. The court believed that the federal government should take even more drastic action to end the Depression.
   ★ D. The court believed that the federal government had gone beyond the limits of its authority.

Type 2

Medium

9. Which **best** describes Franklin Roosevelt's attitude toward the role of government during the Great Depression?

   ★ A. Government bears a responsibility for all citizens' welfare.
   B. Government should encourage people to seek work but should not provide jobs.
   C. Government should play as small a role as possible in people's lives.
   D. Government should favor business interests over those of individuals.

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 2

High

10. Why were American citizens less eager to maintain neutrality toward Germany in 1940 than in 1914?

A. In 1940, Britain and France were better able to defend themselves without U.S. help.
B There were fewer U.S. citizens of German ancestry in 1940 than there had been in 1914.
C. Most Americans thought that building a war economy would help pull the U.S. out of the Great Depression.
★ D. Journalists reported on the events in Europe with great skill and immediacy by means of live radio broadcasts.

Type 5

High

11. Which government action following World War II was a departure from traditional U.S. foreign policy?

A. participation in disarmament treaties
B. recognition of revolutionary governments
★ C. organization of global alliance systems
D. appropriations for foreign aid

Type 6 (e)

Medium

12. In a speech to Congress in 1947, President Truman urged the appropriation of $400 million in aid to Greece and Turkey. He believed that through economic and military aid to endangered countries, the United States could fight the "cold war" between communism and democracy.

Which principle of U.S. foreign policy was he implementing?

A. appeasement
★ B. containment
C. intervention
D. isolationism

Sample Items ★ **Key** **Cognitive Level**
Item Type

Type 4

High

13. The civil rights marches and demonstrations based on the teachings of Dr. Martin Luther King, Jr., were most similar in their objectives and conduct to

A. Shays' Rebellion.
B. the Boston Tea Party.
C. John Brown's raid on Harper's Ferry.
★ D. the suffragette movement of Susan B. Anthony.

Type 6 (d)

Medium

14. In his "I Have a Dream" speech, Dr. Martin Luther King, Jr., said: "Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred."

What was the basis of his concern?

A. Opposition to school integration was turning violent.
★ B. Other leaders of the Civil Rights movement were calling for an end to nonviolent resistance.
C. Congress had repealed the Civil Rights Act of 1964.
D. Federal officials were provoking demonstrators in Washington.

CC. 3 **Defines and analyzes the foundational concepts upon which our constitutional government is based.**

- **republican form of government**
- **federalism**
- **popular sovereignty**
- **separation of powers (checks and balances)**
- **judicial review**
- **civilian control of the military**
- **limited government**
- **majority rule with respect for minority rights**
- **equality before the law**
- **equality of opportunity v. equality of wealth.**

TEST CONTENT DESCRIPTION

Assessment of this standard will focus on the following:

- demonstrating knowledge of the meaning of the terms and concepts listed above
- the relationship between the Bill of Rights and the fundamental principles of U.S. government
- applying terms and concepts of this standard to real or hypothetical situations.

Topics may include, but are not limited to, the following:

- The list contained in this standard
- Bill of Rights.

CC. 4 **Identifies and describes the powers, roles, and responsibilities of the legislative branch of the federal government**

=> **law-making powers of Congress (Senate and House of Representatives)**
=> **law-making process (how a bill becomes a law), and**
=> **other responsibilities: budget, federal appointments, etc.**

Related Standard

CC. 8 **Describes the system of checks and balances by citing the checks and balances involved in the passing of a bill (e.g., presidential review and judicial review)**

TEST CONTENT DESCRIPTION

Assessment of this standard will focus on the following:

- primary functions of the legislative branch
- legislative process, including the role of committees in reviewing bills
- analyzing how the system of checks and balances affects the legislative process
- distinguishing between the expressed and implied powers of Congress
- evaluating the effect of a broad interpretation of Congress's implied powers
- evaluating the role of interest groups in the legislative process
- identifying other responsibilities of Congress.

Topics may include, but are not limited to, the following:

=> membership of the House of Representatives
=> membership of the Senate
=> types and function of Congressional committees
=> expressed powers
=> "necessary and proper" clause
=> implied powers.

CC. 6 **Identifies and describes the powers, roles, and responsibilities of the executive branch of the federal government.**

- => **enforcement of federal law**
- => **military powers**
- => **diplomatic powers, and**
- => **other responsibilities (e.g., veto power, federal, appointments)**

TEST CONTENT DESCRIPTION

Assessment of this standard will focus on the following:

- various powers of the executive branch of government
- the president's roles as the leader of the executive branch of government
- advisory bodies on which the president relies
- drawing conclusions about how the president's legislative and judicial powers may support or challenge the concept of separation of powers.

Topics may include, but are not limited to, the following:

- => the Cabinet
- => the Executive Office
- => veto power
- => the bureaucracy.

CC.7 **Identifies and describes the powers, roles and responsibilities of the judicial branch of the federal government.**

- => **judicial review**
- => **interpretation of the law, and**
- => **federal court system (three levels)**

TEST CONTENT DESCRIPTION

Assessment of this standard will focus on the following:

- role of the judiciary in the governmental process
- structure and organization of the federal court system
- procedures followed by the Supreme Court for selecting and hearing cases
- understanding how Supreme Court decisions affect public policy.

Topics may include, but are not limited to, the following:

- => topics listed above
- => dual court system
- => jurisdiction
- => the Solicitor General.

CC.13 **Describes the ways of acquiring U.S. citizenship (by birth and the immigration/naturalization process).**

TEST CONTENT DESCRIPTION

Summary

The legal status of citizenship may be reached in the United States by either of two means. Persons born to American parents are automatically citizens, as are persons born on U.S. soil to parents who are non-citizens but are living in the United States legally at the time (with some restrictions if only one parent is a citizen). These are called the law of blood and the law of the soil, respectively. A second method of reaching citizenship is through the process of naturalization, in which an immigrant resident fulfills certain qualifications after living in the United States legally for five years or, in the case of minors, through having their parents become naturalized citizens.

Assessment of this standard will focus on the following:

- identifying the various routes to citizenship
- understanding the relationship between the 14th amendment and the Constitutional definition of citizenship.

CC. 14 **Explains the basic rights guaranteed to a citizen under the Bill of Rights and the responsibilities that come with them: obeying the law, paying taxes, respect for the property and views of others, voting, and participation.**

TEST CONTENT DESCRIPTION

Assessment of this standard will focus on the following:

- activities protected by the Bill of Rights
- obligations of responsible citizenship
- examples of citizen participation.

CC. 15 Describes the purpose and development of political parties in the United States.

TEST CONTENT DESCRIPTION

Assessment of this standard will focus on the following:

- origins of the two-party system
- role of political parties in the political process
- role of third parties

Topics may include, but are not limited to, the following

⇒ topics listed above
⇒ national conventions/party platforms
⇒ the primary/caucus system
⇒ examples of third parties and their platforms

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 7(b)

High

1. The social contract theory had great significance for the development of the American political system. According to this theory, when people join together to create a state, they voluntarily give up some of their individual power in order to ensure the safety and well-being of all. The source of government power, therefore, is the people.

Which conclusion logically follows from this theory?

A. Majority decisions are correct decisions.
B. Obedience to the law is voluntary.
★ C. Government exists to serve the will of the people.
D. The best government is the one that governs least.

Type 7(b)

Medium

2. The Ninth Amendment to the Constitution states:

> The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

What was the intent of this amendment?

A. to list those rights that can be restricted by the government
B. to show that parts of the Constitution may be contradictory
C. to show that certain rights were less important than others
★ D. to emphasize that there are rights besides the ones listed

Type 5

High

3. Which situation below is the **best** example of an implied power?

A. Social Security taxes are raised.
★ B. Funds are appropriated for flood relief.
C. The President pardons a convicted felon.
D. A patent is granted for a new computer chip.

Type 2

Medium

4. What is the main function of congressional committees?

★ A. to evaluate the merits of the many bills which are proposed
B. to draft legislation in response to lobbyists and interest groups
C. to enlist the President's support for specific bills
D. to review the constitutionality of bills before they are put to the vote

Sample Items **Item Type**	**★ Key**	**Cognitive Level**

Type 6 (b)

High

5. **Consider this situation:**

The president strongly disapproves of a law before Congress. The president has indicated he would use his "constitutional powers" in the event that the law passed.

What is **most likely** to happen if Congress passes the law?

★ A. The president will veto it.
B. The president will resign.
C. The president will ask the Supreme Court to declare the law unconstitutional.
D. The president will sign the law, even though he personally disapproves of it.

Type 7 (e)

Medium

6. The Constitution reads,

He (the president) shall have the power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur . . . ."

Which governmental principle is expressed by those words?

A. popular sovereignty
B. federalism
C. judicial review
★ D. checks and balances

Type 1

Low

7. Where are **most** federal trials held?

A. state courts
B. Supreme Court
★ C. U.S. district courts
D. special or legislative courts

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 1

Low

8. Which is a step involved in the process of gaining naturalized American citizenship?

★ A. filing a formal declaration of intent to become a citizen with immigration authorities
B. showing proof of ownership of real estate in the United States
C. securing employment in the United States
D. joining a major political party

Type 1

Low

9. What can a U. S. citizen do in America that a non-citizen cannot do?

★ A. Run for public office.
B. Collect welfare benefits.
C. Receive police protection.
D. Worship as he/she chooses.

Standards

WG.5	**Defines absolute and relative location and differentiates between them.**
WG.6	**Uses a grid system to locate specific places on local, state, national, and world maps and on globes.**
WG.42	**Uses map grids to plot locations.**

TEST CONTENT DESCRIPTION

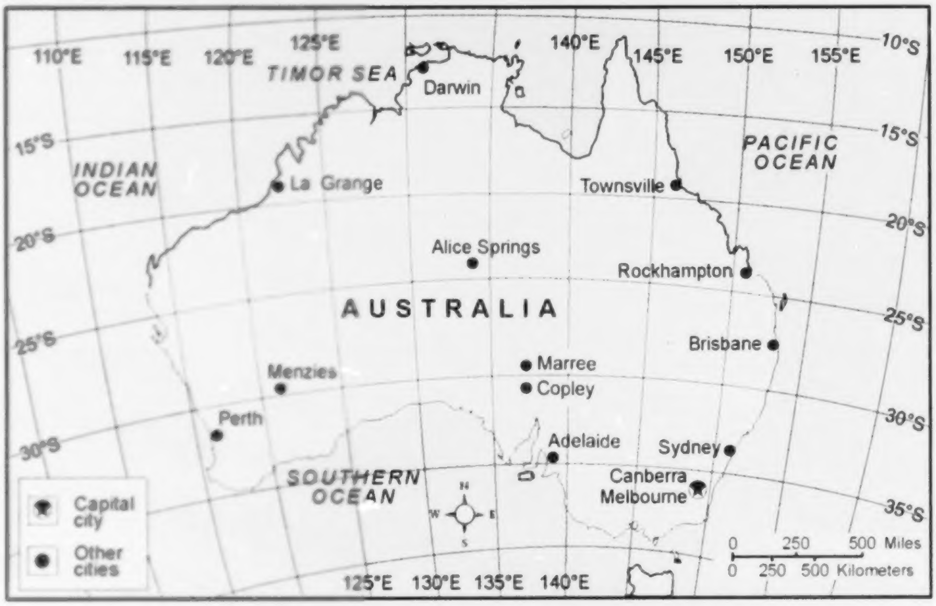
Sources will include a variety of authentic maps and globes. Features will differ, but all maps and globes will have a compass. Scales and legends will be included where appropriate.

Whereas items will be essentially content-independent, some basic knowledge will be assumed. Assumed knowledge will include, but not be limited to:

- => Georgia
- => United States
- => names of continents
- => Atlantic and Pacific Oceans
- => land forms such as islands, peninsulas, continents
- => equator
- => North and South Poles
- => longitude and latitude, Prime Meridian, hemispheres

Sample Items ★ **Key** **Cognitive Level**
Item Type

Use the map of Australia to answer the questions that follow.


110°E
115°E
120°E
125°E
TIMOR SEA
Darwin
140°E
145°E
150°E
155°E
10°S
15°S
15°S
INDIAN OCEAN
La Grange
Townsville
PACIFIC OCEAN
20°S
20°S
Alice Springs
Rockhampton
AUSTRALIA
25°S
25°S
Brisbane
Menzies
Marree
Copley
Perth
30°S
30°S
Adelaide
Sydney
SOUTHERN OCEAN
Canberra
Melbourne
35°S
N
W
E
S
Capital city
Other cities
0 250 500 Miles
0 250 500 Kilometers
125°E
130°E
135°E
140°E

Type 7(A)

Low

1. Which of the following describes the location of Alice Springs **most** precisely?

A. 750 miles southeast of Darwin
B. in the center of the continent
C. 23E 133S
★ D. 23S 133E

Type 7 (b)

Medium

2. If there were a straight road between Alice Springs and the capital, about how far would one have to drive to travel between these two cities?

A. 50 miles
B. 500 miles
★ C. 1,200 miles
D. 2,500 miles

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Social Studies Map and Globe Skills: Information (SS. WG.40/7/9)

Standards

WG.40 Uses the basic elements of maps and globes to obtain information:

- **title, legend**
- **scale, grid, parallels, and meridians, and**
- **projection.**

WG.7 **Uses map keys and legends to correctly interpret resource, product, historical, physical, political, and economic maps.**

WG. 9 **Draws conclusions based on multiple pieces of information included on a map.**

TEST CONTENT DESCRIPTION

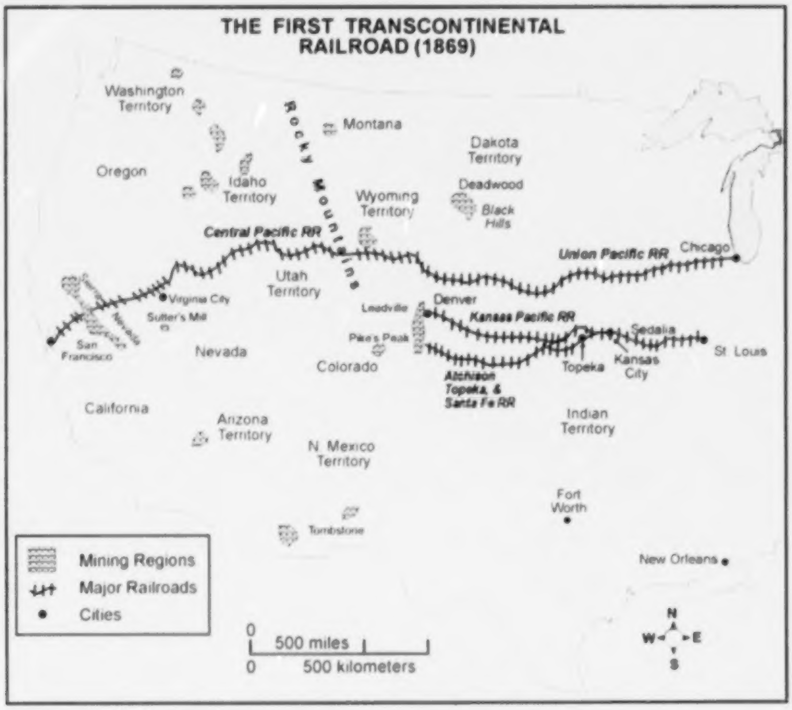
Items assessing this skill require students to successfully use map-reading tools for problem-solving at levels ranging from simple to complex.

Topics may include:

- title, legend
- scale, grid, parallels and meridians,
- and projection.

Sample Items **★ Key** **Cognitive Level**
Item Type

Use the map of the West to answer the following questions.


THE FIRST TRANSCONTINENTAL RAILROAD (1869)
Washington Territory
Oregon
Idaho Territory
Montana
Rocky Mountains
Dakota Territory
Deadwood
Black Hills
Wyoming Territory
Central Pacific RR
Union Pacific RR
Chicago
Utah Territory
Virginia City
Sutter's Mill
San Francisco
Nevada
California
Leadville
Denver
Kansas Pacific RR
Pike's Peak
Colorado
Atchison Topeka, & Santa Fe RR
Topeka
Kansas City
Sedalia
St. Louis
Indian Territory
Arizona Territory
N. Mexico Territory
Fort Worth
Tombstone
New Orleans
Mining Regions
Major Railroads
Cities
0
500 miles
0
500 kilometers
N
W
E
S

Type 7 (b)

Medium

1. Which two railroads would be **most** useful for anyone who wanted to travel to California?

★ A. Central Pacific and Union Pacific
B. Union Pacific and Kansas Pacific
C. Union Pacific and Atchison, Topeka, and Santa Fe
D. Kansas Pacific and Atchison, Topeka, and Santa Fe

Type 7 (c)

High

2. Which city would have been **most** dependent on the railroad for its economic survival?

A. Chicago
B. Fort Worth
C. New Orleans
★ D. Virginia City

Social Studies Map and Globe Skills: Historical Concepts and Events (SS. WG.10/11/43; SS. WH.33/34/35/36/37)

Standards

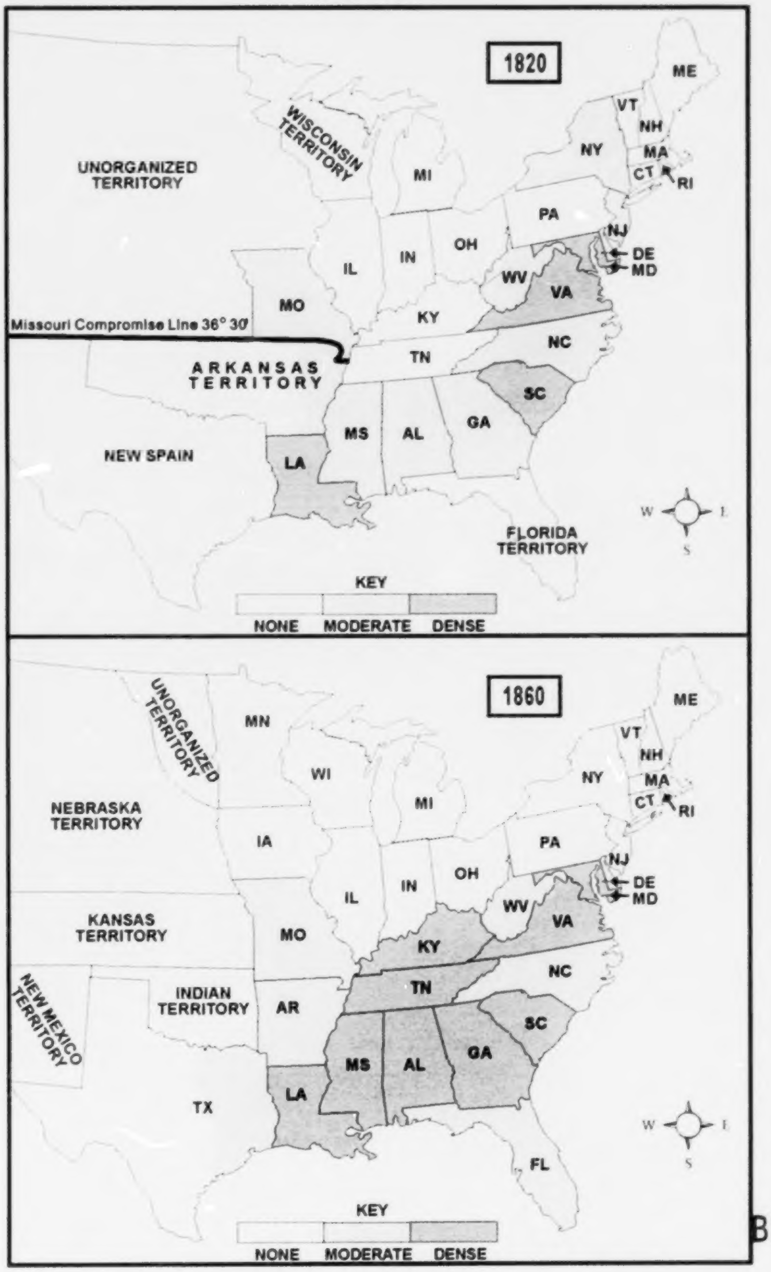
WG.10	**Uses maps and globes to explain geographical settings of historic and current events.**
WG.11	**Makes generalizations about human activities in a geographic region using map information.**
WG.43	**Uses special purpose (thematic) maps.**
WH.33	**Applies geography to interpret the past by using a variety of maps, charts and documents to explain the historical migrations of people; the expansion and disintegration of empires; and the growth of economic systems.**
WH.34	**Identifies trends in global population distribution.**
WH.35	**Identifies and compares contemporary national political boundaries with the locations of civilizations, empires, and kingdoms of the past. Identifies and analyzes shifts in national political boundaries** => **19th Century** => **20th Century.**
WH.36	**Identifies the distribution of the major religions in the contemporary world.**
WH.37	**Maps the spread of technological innovations.**

TEST CONTENT DESCRIPTION

Items assessing this skill require students to use information on maps or globes to draw inferences, to develop explanations, or to make generalizations concerning some aspect of U.S. history, world history, or geography. Some items will require both skill and content knowledge. Such items will be assessed as content, not skill, items. (See Introduction.)

Sample Items **★ Key** **Cognitive Level**
Item Type

Use the maps to answer the questions that follow.


CONCENTRATION OF SLAVERY
1820 - 1860

1820
ME
VT
NH
MA
CT
RI
NY
WISCONSIN TERRITORY
UNORGANIZED TERRITORY
MI
PA
NJ
DE
MD
OH
IN
IL
WV
VA
MO
KY
Missouri Compromise Line 36° 30'
NC
TN
ARKANSAS TERRITORY
SC
MS
AL
GA
NEW SPAIN
LA
W
E
S
FLORIDA TERRITORY
KEY
NONE
MODERATE
DENSE
1860
UNORGANIZED TERRITORY
MN
WI
NEBRASKA TERRITORY
IA
IL
IN
OH
KANSAS TERRITORY
MO
KY
NEW MEXICO TERRITORY
INDIAN TERRITORY
AR
TN
NC
SC
MS
AL
GA
TX
LA
FL
ME
VT
NH
MA
CT
RI
NY
MI
PA
NJ
DE
MD
WV
VA
W
E
S
KEY
NONE
MODERATE
DENSE

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Social Studies Map and Globe Skills: Historical Concepts and Events (SS. WG.10/11/43; SS. WH.33/34/35/36/37)

Sample Items **★ Key** **Cognitive Level**
Item Type

Type 7 (e)

High

1. Which new state formed after 1820 would have been **most likely** to want to keep slavery legal?

★ A. Arkansas (AR)
B. Iowa (IA)
C. Minnesota (MN)
D. Wisconsin (WI)

Type 7 (b)

Medium

2. Based on the maps, which is the **best** summary of the change in the slave population of the United States from 1820 to 1860?

★ A. Slavery increased and spread primarily south and west.
B. There were fewer dense concentrations of slavery in 1860.
C. Slavery increased and spread evenly throughout the areas shown.
D. Slavery became more concentrated but did not spread to new states or territories.

US.44	**Formulates historical questions and defends findings based on inquiry and interpretation. Analyzes documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.)**

Related Standard

U.S. 43	**Interprets the significance of excerpts from famous speeches and documents in U.S. history, including "The Letter from Birmingham Jail," "Speak softly and carry a big stick. . . ," "The Gettysburg Address, and the "Virginia Statute of Religious Freedom."**

TEST CONTENT DESCRIPTION

Sources will vary and may include any of those specified in U.S.43 and U.S.44. Students may be presented with a single document or graphic, several types of graphics and documents dealing with one topic, or several graphics or documents on related topics. Students will be asked to use the information provided to draw inferences, to develop explanations, or to make generalizations concerning some aspect of U.S. history, civics /citizenship, world history, or world geography.

Some items will require both skill and content knowledge. Such items will be assessed as content, not skill items. (See Introduction.)

Social Studies Information Processing
(SS. 9-12 US.44/WH.29/WH.41 (US.48)/WH.42 (US.49)/WH.43/US.50)

WH.29 **Distinguishes between primary and secondary sources. Validates sources' authenticity, authority, credibility, and possible bias.**

TEST CONTENT DESCRIPTION

Skills to be assessed are:

- recognizing the writer's assumptions and evaluating them as to whether they are based on fact or opinion;
- understanding how the identity of the writer and the context in which he or she is writing is related to the writer's authority, credibility, and possible bias;
- recognizing primary sources as those documents or artifacts that were written or created during the time period under consideration.

  Primary sources include, but are not limited to the following:

  - ⇨ letters
  - ⇨ reports
  - ⇨ diaries
  - ⇨ public records
  - ⇨ newspapers and periodicals
  - ⇨ eye witness accounts
  - ⇨ works of art.

- recognizing as secondary sources all materials based on primary sources. Secondary sources attempt to organize, make sense of, or explain events.

Where possible, authentic sources will be used to assess these skills.

Some items will require both skill and content knowledge. Such items will be assessed as content, not skill, items. (See Introduction.)

Social Studies Information Processing
(SS. 9-12 US.44/WH.29/WH.41 (US.48)/WH.42 (US.49)/WH.43/US.50)

WH.41(US.48)	**Makes timelines sequencing a series of events.**

Related Standards

WH.42(US.49)	**Uses annotated timelines to relate people and events.**
WH.43	**Uses parallel timelines to compare developments in different areas in the same time frame.**

TEST CONTENT DESCRIPTION

Items assessing these skills will focus on historical events from the perspective of time relationships. Various types of timelines will be used. These may stand alone or be presented in combination with other graphic materials.

US.50 **Uses flow chart**

- **to show cause and effect**
- **to show origin and completion of a cycle**
- **to show change over time**

TEST CONTENT DESCRIPTION

Flow charts will be used to assess the skills enumerated in US. 50.

Other graphic aids which will be used are:

- charts (other than flow charts)
- graphs
- diagrams.

Students may be presented with a single graphic, several types of graphics dealing with one topic, or several graphics on related topics. Skills assessed using these graphic aids will be

- comparisons
- generalizations
- details.

Sample Items **Item Type**	**★ Key**	**Cognitive Level**

Read Document A and Document B; then answer questions 1 and 2 that follow.

Document A

Many years after Jefferson had retired from the Presidency, he and his rival, John Adams, began corresponding. In their letters, it is clear that both men believed that aristocracy was "natural," but they had different ideas as to how this fact ought to be reflected in government. Jefferson believed there was a difference between aristocracy arising from virtue and talent, and aristocracy founded on wealth and birth. He argued that the political process should encourage as leaders members of the former, because they were a "natural" aristocracy. John Adams, in his response, maintained that all forms of accomplishment, whether earned by virtue and talent or by any other means, were equivalent and deserved recognition in the political process.

FSL

Document B

Thomas Jefferson is a firm Republican,
John Adams is an avowed Monarchist . . .

Thomas Jefferson first drew the declaration of American independence;—he first framed the sacred political sentence that all men are born equal. John Adams says this is all a farce and a falsehood; that some men should be born Kings, and some should be born Nobles. Which of these freemen of Pennsylvania, will you have for your President? Will you, by your votes, contribute to make the avowed friend of monarchy, President?—or will you, by neglectfully staying at home, permit others to saddle you with Political Slavery? . . . Adams is a fond admirer of the British Constitution, and says it is the first wonder of the world. Jefferson likes better our Federal Constitution, and thinks the British full of deformity, corruption and wickedness.

(Election pamphlet distributed by Pennsylvania Republicans, 1796)

Type 7 (e)

High

1. What is the writer's purpose in Document A?

A. to persuade the reader that John Adams was as opposed to aristocracy as Thomas Jefferson
★ B. to summarize the attitude of each man towards aristocracy, as revealed in their letters to each other
C. to explain to the reader why Thomas Jefferson's views of aristocracy were the basis of American democracy
D. to encourage the reader to read for himself or herself the correspondence between John Adams and Thomas Jefferson

Sample Items ★ **KeyCognitive Level**
Item Type

Type 7 (d)

High

2. Which is the **best** explanation for how the two documents differ in presenting the views of Jefferson and Adams?

   A. Document B compares the two men, while Document A does not.
   B. Document B is biased in favor of Jefferson, while Document A is biased in favor of Adams.
   C. Document A was written after the election, while Document B was written before the election.
   ★ D. Document A summarizes the views of each man without taking sides, while Document B tries to convince the reader not to vote for Adams.

Type 7 (b)

Medium

3. Jorge needs to include a primary source in his social studies report on Thomas Jefferson and John Adams. Which document should he choose and why?

   A. Document A, because it has the author's initials at the end.
   B. Document A, because it discusses their letters to each other.
   C. Document B, because it is written in an old-fashioned style.
   ★ D. Document B, because it was written during the lifetime of Jefferson and Adams.

Sample Items **★ Key** **Cognitive Level**
Item Type

Read the passages below and answer questions 4 and 5 that follow.

Passage A

... Who is the real American? I would say the real American is the one whose forebears built this nation into what it is today—a place of boundless opportunity for reaping the fruits of sacrifice and hard work. The foundations of America rest not on the Mayflower or the Statue of Liberty but on the achievements of generations of people born on American soil who built their businesses, their factories, their farms, to a level of productivity that makes America the envy of the twentieth century world. And what has this accomplished? Instead of other nations emulating our example, we are forced to receive their castoffs, straining our resources and endangering our prosperity....

Passage B

... It came to me that no man—no one at all—could destroy my faith in America again. It was something that had grown out of my defeats and successes, something shaped by my struggles for a place in this vast land, digging my hands into the rich soil here and there, catching a freight to the north and to the south, seeking free meals in dingy gambling houses, reading a book that opened up worlds of heroic thoughts. It was something that grew out of the sacrifices and loneliness of my friends, of my brothers in America and my family in the Philippines—something that grew out of our desire to know America, and to become a part of her great tradition, and to contribute something toward her final fulfillment. I knew that no man could destroy my faith in America that had sprung from all our hopes and aspirations, *ever*...

Type 7 (b)

High

4. Which recurring problem of U.S. history do these passages address?

A. national security and individual liberty
★ B. national identity and immigration policy
C. isolationism vs. leadership in world affairs
D. sectional differences with regard to the tariff

Sample Items ★ **Key** **Cognitive Level**
Item Type

Type 7 (d)

High

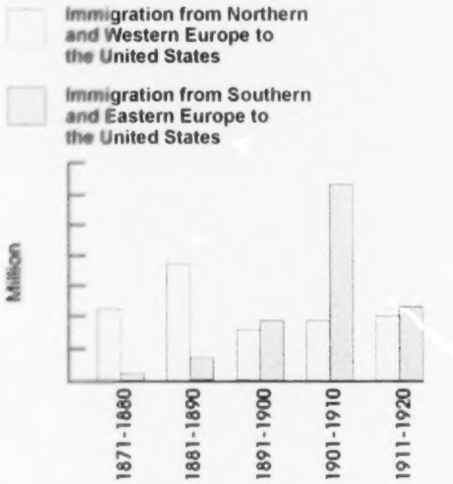
5. How do the two authors differ on their feelings about America's greatness?

A. Author A believes that the cities make America great; Author B believes that the opportunity for mobility makes America great.
B. Author A believes that the original immigrants made America great; Author B believes current immigrants make America great.
C. Author A believes that all Americans have contributed to America's greatness; Author B believes that only a select few have contributed to its greatness.
★ D. Author A stresses the continuing hard work of generations of Americans in making America great; Author B stresses that the opportunity for all Americans to contribute to the country makes America great.

Social Studies Information Processing
(SS. 9-12 US.44/WH.29/WH.41 (US.48)/WH.42 (US.49)/WH.43/US.50)

Sample Items **★ Key** **Cognitive Level**
Item Type

Use the graph below to answer the following questions.



Type 7 (a)

Low

6. Before 1900, the major source of immigration to the United States was

A. Asia.
B. South America.
C. Southern and Eastern Europe.
★ D. Northern and Western Europe.

Type 7 (b)

Medium

7. According to the information on the graph, what was the immigration trend from 1871 to 1920?

A. Immigration from Southern and Eastern Europe steadily declined.
B. Immigration from Northern and Western Europe steadily declined.
★ C. Immigration shifted from mostly Northern and Western Europe to mostly Southern and Eastern Europe.
D. Immigration from Northern and Western Europe and from Southern and Eastern Europe was balanced.

Sample Items ★ **Key** **Cognitive Level**
Item Type

Read newspaper excerpts I - IV, which report on the sinking of the U.S.S. *Maine* in 1898, and answer the question that follows.

I.
The discovery of the hole in the bottom of the *Maine*, giving undoubted proof of Spanish treachery and hostility, shows that the great battleship and her crew of American sailors were deliberately sacrificed.
George Eugene Bryson
Evening Journal

II.
The cause of the disaster to the United States battleship *Maine* is undetermined....The cause of the blowing up of the ship will not be known until divers go down and examine the wreck.
The World

III.
HAVANA, February 16.—An explosion ripped through the U.S.S. *Maine* in the Havana harbor last night, resulting in many dead and wounded. Observers speculate on the cause of the blast, which may have resulted from an explosion in the ship's coal bunkers. Rumors abound that the explosion was the result of sabotage by the Spanish.
The Times-Gazette

IV.
THE WARSHIP MAINE WAS SPLIT IN TWO BY AN ENEMY'S SECRET INFERNAL MACHINE
Freedom Press

Type 7 (b)

High

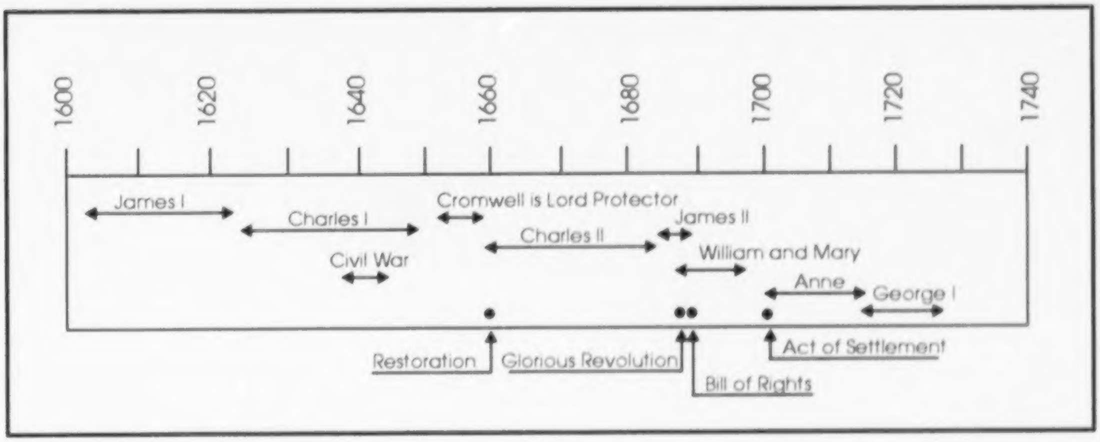
8. On the basis of the information in the selections, which aspect of the story of what happened to the battleship *Maine* appears to be a fact?

★ A. An explosion destroyed the ship.
B. The ship was blown up by enemy forces.
C. The blast was caused by an explosion in the ship's bunkers.
D. The hole in the bottom of the ship proved the Spanish were responsible.

Sample Items **★ Key** **Cognitive Level**
Item Type

9. **Use the timeline to answer the question that follows.**

ENGLISH RULERS AND EVENTS, 1603-1727


1600
1620
1640
1660
1680
1700
1720
1740
James I
Charles I
Civil War
Cromwell is Lord Protector
Charles II
James II
William and Mary
Anne
George I
Restoration
Glorious Revolution
Bill of Rights
Act of Settlement

Type 1 **Medium**

When did the Act of Settlement take place?

A. in 1710
B. between 1720 and 1740
C. at the end of the reign of Queen Anne
★ D. just before the reign of Queen Anne

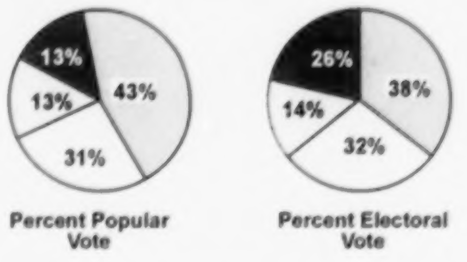
Sample Items	**★ Key**	**Cognitive Level**
Item Type		

Use the table and graph to answer the questions that follow.

Election of 1824

Candidate*		Popular Vote	Electoral Vote
Jackson	░	153,544	99
Adams	☐	108,740	84
Clay	☐	47,136	37
Crawford	■	46,618	41

* No political parties



Source: *Historical Statistics of the United States*

Type 7 (a)

Low

10. Which candidate received the greatest number of popular votes in 1824?

A. Adams
B. Clay
C. Crawford
★ D. Jackson

Type 7 (e)

High

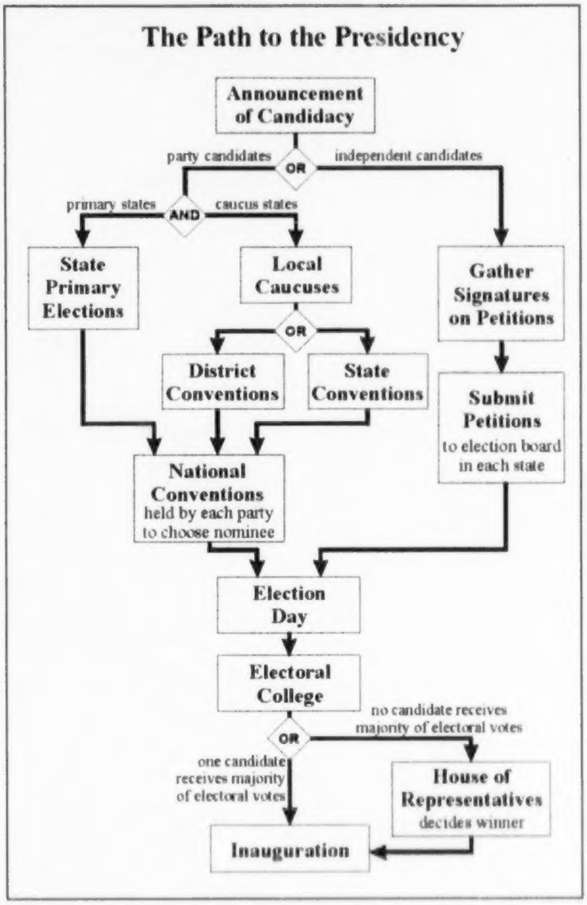
11. According to the 12th Amendment to the Constitution, if no candidate for president has a majority of electoral votes, then the House of Representatives chooses the president from among the three candidates with the largest number of votes.

Considering this provision, how was this election outcome likely to have been settled?

A. Crawford was dropped from the list.
B. Clay was dropped from the list.
★ C. The president was chosen by the House of Representatives.
D. A run-off election between Jackson and Adams was held.

Social Studies Information Processing
(SS. 9-12 US.44/WH.29/WH.41 (US.48)/WH.42 (US.49)/WH.43/US.50)

Use the flow chart below to answer Questions 12-14.


The Path to the Presidency
Announcement of Candidacy
party candidates
OR
independent candidates
primary states
AND
caucus states
State Primary Elections
Local Caucuses
Gather Signatures on Petitions
OR
District Conventions
State Conventions
Submit Petitions to election board in each state
National Conventions held by each party to choose nominee
Election Day
Electoral College
OR
no candidate receives majority of electoral votes
one candidate receives majority of electoral votes
House of Representatives decides winner
Inauguration

Type 7 (b) **High**

12. Based on the flow chart, which of the following is an accurate statement about caucus states?

   A. They hold state primaries after holding local caucuses.
   ★ B. They may hold either district conventions or state conventions.
   C. They hold district conventions instead of national conventions.
   D. They hold local caucuses in order to gather signatures on petitions.

Type 7 (c) **Medium**

13. According to the flow chart, how is the president chosen when no candidate receives a majority of electoral votes?

   A. State Primaries are held to elect the president.
   ★ B. The House of Representatives chooses the president.
   C. National conventions are held to select the president.
   D. The candidate who gathered the most signatures becomes president.

Type 7 (b) **High**

14. According to the flow chart, when can voters choose between party candidates and independent candidates?

   ★ A. election day
   B. inauguration
   C. local caucuses
   D. state primary elections